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ABSTRACT

Twelve chapters describe efforts under Project AMES (Actualization of Mainstream Experience Skills) to teach functional vocational and community living skills to moderately and severely handicapped students. The first chapter details Project AMES' components (vocational, community mobility, domestic living, and recreation/leisure skills) and describes the project's approaches to such aspects as parent involvement, community support, personal awareness/sex education, recordkeeping/data analysis, nonschool functional instructional strategies for speech and language, and program evaluation. Additional projects using similar approaches are then described, including nonschool instruction; community based training; training in using a calculator for grocery purchases; an environmental analysis for grocery shopping; task analysis of vocational tasks; school based simulated workshops and community development; training in community functions (such as using a library, eating out, and using a phone booth); leisure skill instruction; and daily living skills development. Projects share philosophical commitment to the need for generalizing skills to the community, teaching skills that are chronologically appropriate as well as functional, and providing opportunities for students to participate as much as possible in the curriculum. (CL)

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Project A.M.E.S

(Actualization of Mainstream Experience Skills)

Volume III

1981-82

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Chapter 1

Project A.M.E.S.
Willson-Beardshear School
Ames, Iowa

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Chapter 1

PROGRAM OVERVIEW

by Susan Teas

Willson-Beardshear School, Ames, Iowa, provides programming for preschool handicapped and school-aged mentally disabled students. Four classrooms participated in Project A.M.E.S.: Senior Mentally Disabled Trainable, Intermediate Mentally Disabled Trainable, Primary Mentally Disabled Trainable, and Severe/Profound Mentally Disabled. Within each classroom, one teacher and one aide supervised and provided direct instruction with teacher/student ratios of 1:5 and 1:8.

The program was developed with four curricular areas or domains... Vocational, Community Mobility, Domestic Living, and Recreation/Leisure. Each student within the program participates in every curricular area. The amount of time spent within each activity depends upon the age of the student and his or her need for instruction within that activity. For example, the Vocational domain is stressed on the senior level while Community Mobility receives the major emphasis on the intermediate level. In addition, within each class/age level, students are programmed individually. While on a shopping assignment, a student may be given six items to locate within one store and a peer might be assigned to find clothing items, identify the correct size, try them on, and color coordinate them.

Vocational. The primary goal of the Vocational domain is for each student to be a productive, independent, competitive worker. To arrive at this goal, programming begins upon entry in the school. The younger students work ten to forty-five minutes daily while the older students work three hours daily. The last year of school, the transition year, is designed for the student to be employed in the community. This program provides a smooth transition from school services to community services. Vocational environments begin within the school workshop and move into community sites within the last five or six years of school. The program offers a variety of occupations and emphasizes one-to-one teaching and supervision to assure quality of performance to both the student and the business.

Community Mobility. Activities within the Community Mobility domain include shopping, using restaurants, and using community facilities. Within this domain students are programmed for long periods of time daily in order to use public city transit, spend time within a variety of stores shopping, comparing prices, making purchases, and enjoying leisure time while learning restaurant skills. Activities within each domain overlap often and need not be kept separate. For example, a student uses the city transit system to go to the bank to cash his/her paycheck received for on-the-job training. Another student may develop a grocery list, walk to the store, purchase the groceries, and make the meal in a home on Domestic Living.

Domestic Living. The Domestic Living domain is taught within staff homes in the community. Each class has access to a home to develop skills in cooking, laundry care, and cleaning. The home is used for the major portion of a day where class members are assigned specific activities within either the cooking, laundry, or cleaning areas. Activities are assigned until the desired level of skill mastery is attained. The primary level of Domestic Living is taking care of oneself. Dressing, grooming, eating, and interpersonal skills are programmed on the younger levels and remediation/daily attention is given to these skills on the secondary levels.

Recreation/Leisure. The skills needed to use one's free time wisely and to actively engage in movement are identified within the Recreation/ Leisure domain. It is important for students to participate in physical activities, such as swimming, running, and bowling, in order to stay trim and healthy; but it is just as important that each student use free time wisely. Activities planned during leisure time (after bus arrives before programming, after lunch, during coffee breaks) include riding exercise bikes, listening to records and dancing, playing foosball, doing latchhook, or playing Simon.

The staff at Willson-Beardshear School believe in four basic philosophies which are implemented within all four domains.

The first belief is that there is no guarantee that skills taught within the classroom setting will generalize to environments outside the classroom. Therefore, skills must be taught within the environment where they will actually be performed. In order to teach students to shop, learning must transfer from a model store in a classroom to the food store at the shopping mall. Students will not become competitive employees if their experience working has not been outside the school workshop. It is easy to clean the apartment in the school building because it seldom gets dirty. Cleaning skills should be eventually taught in actual home environments.

The second belief concerns the concept of "functionality". Do activities being taught have meaning to the student? For example, students who are mentally disabled might be able to learn to read on a second grade level, to add and subtract one digit problems, to tell time to the half hour, or to write/copy words such as found in a first or a second grade level speller. However, in most instances, these skills do not enable a student to make a decision regarding whether or not he/she has enough money to make a purchase, nor does it guarantee that a student will be able to make bus connections at 9:11 to make it to work by 10:00. Therefore, functional "academic" skills that we as adults use daily are taught beginning at an early age.

Thirdly, each staff member expects students to act their age, chronological not mental. Students are not allowed to play with any items that are not typical for their age group, clothing must not be "babyish" nor "adultish" for the teenager, bulletin boards in intermediate and senior high rooms cannot display clowns or teddybears, and students beyond the preschool/early primary age are not allowed to greet staff and peers daily with an affectionate hug.

Finally, the staff implement their concept of partial participation. No matter how handicapped, physically or mentally, each student is provided an opportunity to participate in as many curriculum activities as possible. Students are never excluded. For example, when the severely handicapped students eat dinner, they set the table, serve food, communicate with peers and staff, clear the table, and wash dishes. Of all the mealtime activities, perhaps only a few can be completed independently; but the student is physically assisted throughout the entire activity, thereby participating not just partially but in the entire activity.

Vocational Training Update

by Susan Teas

The vocational training program began in the fall of 1979 with the intent of building a curriculum of experiences designed to provide moderately and severe/profoundly handicapped students with skills necessary to be competitive employees. From the onset of Project A.M.E.S., teaching strategies, schedules, and philosophies have been changing and improving to the point where, at the end of the third year, the current "state of the art" within the Vocational domain is highly successful. Volumes I and II of the Project A.M.E.S. Monograph series describe the four phases of vocational training: Awareness, Accommodation, Exploration, and Preparation. The written philosophy within each phase is basically the same; however, slight changes towards more appropriate programming have been made. Project A.M.E.S. continues to be functional and community based, with high expectations for each of its students.

Awareness. The youngest students in the school program spend at the minimum ten minutes and at the maximum ninety minutes working daily, usually in the school workshop. Job assignments are simulated. That is, jobs are designed using work materials from manufacturing companies, secretarial pools, etc., duplicating as close as possible the real job. For example, packaging water testing discs and counting and wrapping plastic "straws" from a manufacturing company are identical assignments given to business employees. Instead of filling glass bottles with chemicals, some students are assigned a simulated reproduction. They fill the bottle with a specific number of small objects, such as corn, clips, or peas. As stated, work periods in the Awareness phase vary. The younger students and/or those whose attention span is very limited average ten minutes per work period. The length of time on the job increases as students' attending-to-task ability improves. Gradually, through precise reinforcement systems, students are able to work without a break for a ninety-minute period.

During the 1981-82 school year, four preschool handicapped students, ages three to five, were scheduled to go to work daily at 10:00. They carried a small duffle bag with their work materials to their work area in an empty classroom. After arriving, verbal cues were given to take out the work and set up their own work station. Checke (Chēēkā) was assigned to put one index card in one envelope at a time. Joshua sorted two different colored index cards into color coded bins. Terri, using a matching board, counted out two items, put them in a plastic bag, fastened the bag with a twistem, and placed the item in a bin. Paul, a physically multiply handicapped five year old, picked up Terri's completed product and dropped it in a box, as the packaging step of the assembly. The students' programs were designed not just to teach the students to work but to improve their fine motor, gross motor, sensory, and cognitive skills. Paul was reinforced after every correct response. The other three students earned pennies which they used to purchase their snack after the work period. The snack was prepared by the students, through the system of least prompts. In the home economics room, one student was assigned to set the table, another to prepare the juice, and the third to place the cookies on the table. The snack items were purchased by the students earlier in the week at a grocery store. The food items were then made by the students during the cooking part of their program. During the break, as part of the communication program, each student was required to request a drink or cookie, to pass food to each other, and to use appropriate table manners. Clean-up responsibilities were also assigned to the students. The pennies earned for work were used to purchase the snack items; therefore, their vocational program taught them not only to do a job well and have pride in a job well done, but to earn money for work and to spend money on items needed and wanted.

Two young severely handicapped students worked mornings daily in the school workshop for ninety minutes, with a fifteen-minute "coffee" break. Erich was assigned a two-step simulated job of putting one object in a bottle and putting the bottle in the bin. His quality began at 90 percent and improved to 95 percent. His inability to stay on task because of outside distractors caused him to produce at a very low rate of norm. Erich was distracted by movement and noise especially made by vehicles. His first placement was in an isolated room working for ten minutes. He improved to where he could attend with minor disruptions for a forty-five-minute period within the school workshop with his peers. His excitement keeps him physically bouncing off the chair. Therefore, a harness was devised to keep him seated safely and his workstation was placed in a study carroll. Erich, at first, was reinforced with a drink of juice after every correct response. By the end of the school year, Erich was needing reinforcement only during the fifteen-minute break, where he bought juice or a cookie with his earnings. Kim's simulated job was to empty bottles--unscrew the lid, empty the contents in a bin, and put the lid in the bin. Kim's first ten-day productivity average was 19 percent with a 95 percent quality average. Twelve working days later, she had improved to 33 percent while keeping her quality above 95 percent. At the beginning of Kim's vocational program, she was reinforced with an edible after each correct attempt. To encourage her to work for money rather than food, Kim was given a penny after completing five tasks. The penny was used immediately to purchase food. Gradually, the need for edible reinforcement lessened. Kim was, at the end of the 1982 school year, earning a penny for every fifteen units completed.

Accommodation. During the Accommodation phase, students continue vocational training in the school workshop and also begin community training. Job assignments within the workshop are either volunteer, simulated, or contract. Student work objectives focus on quantity, producing as closely as possible to norm. Within this phase of the program, it is important to build the student's work independence and improve social behaviors which will allow the student to be successful outside the workshop in the community. Six students within this phase remained within the school workshop for the year. Their productivity is reflected by data kept monthly as shown in Table 1. All simulated jobs were designed using materials from manufacturing companies or secretarial offices; and data were gathered daily regarding the student's speed, accuracy, and independence. This data includes those community-based students who were in the workshop for short periods of time. (The students working in the community are discussed within the Exploration and Preparation phases of the program.) Individual productivity and accuracy varied. Mike, a profoundly retarded twenty-one year old, increased his speed from an average of 10 percent during the 1980-81 school year to an average of 28 percent witn an accuracy of 100 percent during 1981-82. Lane, a moderately mentally disabled young man, consistently produced above 50 percent and never fell below 99 percent on accuracy. Jolene, a twelve-year-old moderately mentally disabled young lady, was the surprise of the year by producing always above 50 and 60 percent, yet on two simulated manufacturing jobs, she averaged 127 and 101 percent with 99 and 100 percent accuracy respectively. Tom and Jennalee improved 100 percent from last school year both in accuracy and speed. Jennalee averaged 32 percent productivity with 100 percent accuracy and Tom averaged 35 percent of norm with 98 percent accuracy. Jeff, a severely handicapped thirteen year old, always maintained 100 percent accuracy and produced 45 percent of norm on two simulated manufacturing jobs. Finally, Lori and John, two physically/mentally disabled students, both were able to maintain near 100 percent accuracy on their simulated job assignments. Lori was assigned a typing program of columns of numbers as required for key punching. Her speed averaged 14 percent of competitive norm which may not be acceptable within a community business site. However, while working on a sorting job from a manufacturing company, Lori averaged 91 percent of competitive norm which is highly acceptable. John was assigned a packaging five-step job from a manufacturing company and produced consistently at 32 percent competitive norm.

Exploration-Preparation. The primary work stations for students within this phase of the program is in the community. Willson-Beardshear School cooperates successfully with sixteen different businesses within the Ames community. Each business site offers at least one, if not two or more, departments within which to train students. The community training program begins for a student basically when that student is "ready" or "needing" to work outside the workshop. The youngest student so far placed in the community was fourteen. The younger students require more direct one-to-one supervision and teaching time. They might need to remain on the same site for several months. The older students, who have received previous training and have improved their social skills, average twelve weeks at each training site. Table 2 indicates the student, his/her age and disability, the occupation(s), dates of training, and total number of weeks and hours in the community.

The success of the program is reflected by our 1982 school graduate who is employed five hours daily within a kitchen/cafeteria department at Iowa State University. Mark began a paid position at another restaurant during the second month of school after school staff had trained him to be independent. He continued with that paid position until the first of June, 1982, when the restaurant which employed him went out of business. Because of the close working relationship which Willson-Beardshear has with the community, another business heard of Mark's need for a job, was aware of his skills in the restaurant, and offered him a job immediately. Mark now leaves his home at 10:10 a.m., picks up the city transit system, makes a bus transfer, and reports to work at 11:00. He works until 4:00 with thirty-minute break for lunch which is provided by the business. Mark also takes time for a coffee break wtih fellow employees. Mark rides city transit home in the afternoon, making a transfer on his own. Mark is now independent in all aspects of the job. The employees of the business consider him an equal, and he is required to run the dishmachine, bus tables, sort silverware, and will gradually learn food preparation responsibilities. Mark is a moderately mentally disabled twenty-one year old who has benefited from his 1380 hours of on-the-job training and supervision within seven different occupations. Mark has demonstrated success and has become the example the younger students will have as they continue exploring and training outside of the school in the community.

Table 1

Units Produced in the School Workshop
Willson-Beardshear School
1981-82

Month	Simulated	Contract	Volunteer
August/September	68,694	16,400	5,572
October	47,066	14,109	7,148
November	31,370	5,097	1,984
December	19,292	1,540	12,212
January	39,981	3,730	55
February	70,923	463	5,104
March	70,673	1,488	4,062
April	112,639	300	4,150
May	47,389	0	467
TOTAL	508,027	43,127	40,754

Table 2

On-Site Community Training

Student		Occupation	From	To	Total On Site		Total to June 1982	
Mark	* 21 MDT	assembler	2/80	5/80	12 weeks	180 hours	92 weeks	1380 hours
		resistance tester	5/80	8/80	12 weeks	180 hours		
		bakery chef assistant	9/80	11/80	8 weeks	120 hours		
		custodial assistant	11/80	2/81	12 weeks	180 hours		
		assembler	2/81	6/81	16 weeks	240 hours		
		collater	6/81	7/81	4 weeks	60 hours		
		**dishmachine attendant	11/81	6/82	28 weeks	420 hours		
		**food service worker	6/82	present				
**paid employment								
John	19 MDT	assembler/machine operator	6/80	8/80	8 weeks	120 hours	80 weeks	1200 hours
		resistance tester	9/80	12/80	12 weeks	180 hours		
		kitchen aide	1/81	4/81	12 weeks	180 hours		
		parts sorter	4/81	7/81	12 weeks	180 hours		
		salad chef assistant	9/81	11/81	8 weeks	120 hours		
		day care aide	12/81	6/82	28 weeks	420 hours		
Lane	19 MDT	assembler/machine operator	6/80	8/80	8 weeks	120 hours	32 weeks	480 hours
		collater	11/80	12/80	4 weeks	60 hours		
		clerical assistant	1/81	2/81	4 weeks	60 hours		
		resistance tester	3/81	7/81	16 weeks	240 hours		
Brenda	19 MDT	cafeteria/kitchen aide	6/80	8/80	8 weeks	120 hours	60 weeks	900 hours
		assembler	9/80	12/80	12 weeks	180 hours		
		clerical assistant	1/81	2/81	4 weeks	60 hours		
		printing aide	2/81	6/81	12 weeks	180 hours		
		resistance tester	11/81	3/82	16 weeks	240 hours		
		salad chef assistant	4/82	6/82	8 weeks	120 hours		

Table 2 (cont'd.)

Mary	18 MDT	day care aide	6/80	8/80	8 weeks	120 hours	72 weeks	1080 hours
		assembler	9/80	12/80	12 weeks	180 hours		
		clerical assistant	1/81	2/81	4 weeks	60 hours		
		salad chef assistant	3/81	6/81	12 weeks	180 hours		
		preschool aide	9/81	1/82	16 weeks	240 hours		
		cafeteria/kitchen aide	1/82	6/82	20 weeks	300 hours		
Karla	18 MDT	collater	11/80	12/80	4 weeks	60 hours	24 weeks	360 hours
		clerical assistant	1/81	2/81	4 weeks	60 hours		
		parts sorter	2/82	6/82	16 weeks	240 hours		
Jim	17 MDT	collater	11/80	12/80	4 weeks	60 hours	36 weeks	540 hours
		clerical assistant	1/81	/281	4 weeks	60 hours		
		printing aide	11/81	6/82	28 weeks	420 hours		
Lila	17 MDT	collater	11/80	12/80	4 weeks	60 hours	36 weeks	540 hours
		clerical assistant	1/81	2/81	4 weeks	60 hours		
		cafeteria/kitchen aide	9/81	12/81	12 weeks	180 hours		
		salad chef assistant	2/82	6/82	16 weeks	240 hours		
Tracy	** 17 S/P	collater	3/81	4/81	4 weeks	60 hours	32 weeks	480 hours
		printing aide	11/81	6/82	28 weeks	420 hours		
Charlotte	17 MDT	bottle sorter	1/81	6/81	20 weeks	150 hours	76 weeks	486 hours
		bottle sorter	9/81	4/82	28 weeks	168 hours		
		day care kitchen aide	11/81	4/82	20 weeks	120 hours		
		dairy store worker	4/82	6/82	8 weeks	48 hours		
Peggy	16 MDT	bottle sorter	1/81	6/81	20 weeks	150 hours	64 weeks	414 hours
		bottle sorter	9/81	11/81	8 weeks	48 hours		
		dairy store worker	11/81	4/82	20 weeks	120 hours		
		day care kitchen aide	4/82	6/82	8 weeks	48 hours		
		bottle sorter	4/82	6/82	8 weeks	48 hours		
Mike	15 MDT	bottle sorter	1/81	6/81	20 weeks	150 hours	56 weeks	366 hours
		bottle sorter	9/81	6/82	36 weeks	216 hours		
Larry	15 MDT	cafeteria aide	1/82	6/82	20 weeks	100 hours	20 weeks	100 hours
Amy	14 MDT	clerical aide	1/82	6/82	20 weeks	100 hours	20 weeks	100 hours

Community Support

by Susan Teas and
Barb Adams, Educational Aide

This issue of developing community support will be addressed from the point of view of what has happened within Project A.M.E.S. and will provide ideas on how to work with individual communities and home environments. Specifically, contacts with business establishments, stores, restaurants, public facilities, service organizations, the media, and nonprofit or volunteer agencies will be discussed.

Establishing and Maintaining Business Relationships

Several steps are involved in contacting community members and each contact is unique to the size of the business/company, the knowledge the contact person has of the management and job routine, prior involvement the community has had with the school, etc.

One of the first needs in establishing community relationships is to identify the business community. It is essential that the city and surrounding community be analyzed according to types of business establishments, locations, numbers of employees, and names of top managers. The inventory of contacts could be grouped according to size and location, identifying the largest manufacturing company first and beginning there. Large manufacturing companies will probably have a variety of jobs to offer for training and a large number of employees who will be willing advocates and supervisors.

When contacting a business establishment, call by phone to set up an interview with the individual in the top management position. Follow through on the initial contact by explaining the program and learning all that is possible about that business establishment. Tour the facilities and locate existing job routines that seem applicable to the population you are working with. Within a business, it might not be possible for the student or handicapped worker to complete the entire job held by a nonhandicapped employee, but he/she could complete part of a portion of a typical job routine and expand that portion into one unique assigned duty. For example, if a co-worker normally completes six different assemblies and operates three different machines during a normal work day, the handicapped worker might be assigned one specific job using only one machine and continue within the same working environment the entire work day.

When beginning a relationship with a business establishment, begin with management as a group. It is important to have not only the personnel manager or owner's full support, but to have all management understand your needs and the school philosophy in order for the company to maintain close cooperation with the school program. In order to obtain that cooperation, explain the program both in philosophy and also in specific methods of implementation. (How will this training be provided? Offer examples of work you have observed within the business establishment that the students should be able to complete.) From this introduction with the business management and with the supervisor's approval, identify a department to work with...one specific place to begin.

Before moving from supervisor/management approval into the department with the student worker, it is vital that the co-workers not only know the reasons for training within their department, why specific job(s) were chosen, but what is expected from them. Emphasize that this worker will not jeopardize the co-worker's position. Detail descriptions of the school's training program, the goals and objectives of the student worker, the reinforcement program, incentives, behavioral needs/problems, and methods of teaching should be adequately explained and discussed with the co-workers prior to the student's involvement. However, during the course of the training, needs will arise requiring further discussion, such as a change in the reinforcement/incentive program or the behavior modification program.

Finally, the actual training with the student and teacher can begin at the work site. The student worker is introduced to the co-workers. The training agreement between the company and school is written with the cooperation of both parties. The program format identifies the goals and needs of the program which is to be implemented, including the reinforcement and incentive program.

Maintaining Business Relationships

Ongoing communication is vital. The system of communication between school, workers, and management must be established at the beginning of on-the-job training.

It usually is "easy" to open training sites and to make the initial contact with the business establishment, but an important and difficult step is to maintain that business as an active and cooperative training site. It is important to keep several points in mind in order to maintain each community support site.

The school staff and students are guests in the business. The program that is being implemented at the business is not separate from the business rules and guidelines. The school staff must accept those regulations, work with the business, and never be critical of the way the business is managed, the type of work that is done, or the employees of the business. The school program becomes the business establishment's program and should be allowed to be managed and supported by the co-workers and supervisors.

Seldom will a business have the time or ability to train the handicapped student on a new job. By designing a school training program in which support is given to the business in the training phase of the working program, the business then is free to continue its routine without disruption. The business management, in general, feels that the strongest aspect of our training program is that the training and teaching of the job skills is done by school staff and whenever and whatever supervision is needed on a one-to-one basis can be provided by school staff. Never is a company expected to provide additional time and energy to teaching and supervising.

Invite business persons from each participating company to tour the school building, visit other aspects of the program, and visit with the support staff in order to see the full curriculum and to receive answers regarding perceptions and expectations of the handicapped individual. Because the business community becomes aware and works usually within only one domain, the Vocational domain, it is important the co-workers, supervisors, and management have an opportunity to see the entire program and become aware of the philosophy behind the curriculum.

Often a population taken for granted or overlooked is that of the co-workers or other company employees. They are the ones that can make or break a program. Some of the common concerns raised by co-workers have been (1) "I don't know what to expect from the handicapped person", (2) "What worker behaviors are accepted or not accepted?", (3) "How do I talk to a mentally disabled person?", (4) "Will the student worker take my job away from me?", (5) "Why is he/she given special consideration, attention, and privileges form the supervisors and managers?", (6) "How is the student being paid? What is he/she earning and who is paying the wages?", (7) "Whose job is it to check the worker's ability?", (8) "If he/she is goofing off, who disciplines him/her?", (9) "Do we take breaks with him/her?", (10) "Who needs to teach him/her the job if he/she has forgotten or needs to learn a new one?". (11) "Why is he/she only doing a part of the entire job assignment when I have to do all of it?", and (12) "If he/she has a mental age of a child, why should I expect him/her to act like a young adult?".

In working with the co-workers within the business, it is important to be social but not gossipy. A rapport of friendship which acknowledges the fact that you enjoy working with them without taking too much time away from their job is very important, especially as seen from the eyes of management.

In order to continue this good working relationship and in order to continue monitoring the student worker without physically being with him/her, a strong advocate system needs to be designed and maintained. The advocate is given the responsibilities of daily assignments, quality checking, disciplining, and befriending. Each advocate's role at each business site varies depending on student needs, the size of the department, and the willingness of the company.

Working With the Community at Large

In general, no matter where staff and students are located, whether it be in a grocery store, restaurant, or riding public transporation, the program is always on display. It is important that staff remember that impressions are gathered from passersby, specific disruptive behaviors may be observed, and/or verbal interactions with the nonhandicapped public will be remembered and communicated to others. Always display the most appropriate behaviors and always be advocates for the students and the program.

When working in the community, the program and curriculum activities should never be forced on the public. Within each store or public facility, management should be notified of the purpose of the weekly activities taking place in his/her facility. Prior approval or approval in general is not needed unless it is a private establishment. It is often helpful that store employees know what the shopping objectives are so that too much or the wrong kind of assistance is not given the handicapped individual.

When working in the community, endless possibilities for nonhandicapped persons' interactions are present and should be actively sought out. For example, when in a restaurant, students should order and eat in very small groups and sit within the public areas.

Media

The education writer is usually the best contact to make with the newspaper. He/she not only must be informed of activities that are newsworthy, but must, prior to writing about the program, understand the philosophy and the curriculum in order to adequately represent the school to the public. Monthly media coverage which emphasizes community establishments and community activities are the best selling tools for the program.

Job Service

The Iowa Department of Job Service provides the most natural link with the working community. Through this contact, job openings are located and contacts made with new business management. The individual identified as the Job Service contact for Project A.M.E.S. has provided information regarding types of occupations found within specific companies, names of employers, leads for job openings, and verbal support within the community.

The Job Service contact can work with the school graduates, prior to graduation, observe them working on the training sites, and assist them in applying for jobs and interviews.

The individuals contacted must know the program philosophy, visit the school, and as an advocate to the working community, know the individual handicapped student's abilities.

Service Organizations

In the past, the most frequent interaction between school and organization(s) has been at Christmas time. Gifts for all the "children", ages six through twenty-one, have been selected and given by Santa. However, it is only appropriate for the primary and preschool aged youngsters to be visited and given a gift directly from St. Nick. Therefore, service organizations need to feel welcome to give but to give appropriately. For example, the older teens and young adults enjoy pinball games, electronic games, and outings to recreation facilities in the area. Getting the students into the community, interacting in public recreation/leisure activities can be a direct goal of service organizations.

Nonprofit Agencies

Each community has dozens of nonprofit agencies, such as churches, schools, auxillaries, alumni organizations, etc. From these agencies, weekly, monthly, and quarterly mailings which include stuffing, folding, sorting, stapling, labeling, etc. can be done as a vocational training project by the student workers. This work must be done with quality and within the expected and often required time frame. If continued support for work from the nonprofit agencies is required and needed, production performance must be acceptable to the agencies. It is not only the work that is important, but rather the fact that each organization represents numbers of nonhandicapped individuals who through word of mouth can be excellent advocates for the handicapped.

Figure 1 outlines specific steps used and systems developed to keep positive working relationships with volunteer/nonprofit organizations in the community.

Procedures for Building Positive Relationships

Initial Contact:
1) Obtain list of nonprofit organizations from the Chamber of Commerce office.
2) Look in phone book and contact large churches.
3) Put ads in church bulletins, school newsletter, and college newsletter.

What to say when making a contact either by phone or letter:

> "The students at Willson-Beardshear School are available for volunteer jobs. These students are mentally disabled. Their work is done in the school workshop and is quality checked by their teacher or workshop supervisor. Jobs that have been done include: 1) collating, 2) stuffing and labeling letters, 3) assembly jobs, 4) sorting objects, 5) cleaning and polishing, and 6) packaging.
>
> A few of the agencies that have utilized our services are: Mary Greeley Hospital Auxiliary, Community Health Support Services, Parks and Recreation, Ames United Way, Octagon Art Center, and St. Thomas Aquainis Church.
>
> Materials should be delivered and picked up at the Willson-Beardshear School Workshop, 920 Carroll, or you may contact the Workshop Supervisor (phone: 233-1433)."

Record Keeping: Workshop supervisor will keep records (i.e., name or organization, address, telephone number, total number of work units completed, total number of students working on the job, and total time it took to complete the job. Recommend using a card file.).

Follow-up Procedures:

1. Thank-you letters sent at end of school year.
2. Make telephone calls each fall reminding the organizations that we are available for volunteer services.

Figure 1

Parent Involvement

by Carol Adams, School Social Worker

Parent involvement is a vital element in the success of an age-appropriate, functional, community-referenced, vocationally-based program. Communication between parents and school staff is an ongoing process of mutual sharing and learning. A common understanding of program philosophy, instructional strategies, and goals of maximum independence is essential. The unique skills, needs, interests, and motivators of each student should be known to all involved in programming in the school, home, and community. Parents are strongly encouraged to maintain active involvement in all stages of the educational experience of their son or daughter.

Assessment

In the assessment of a student, parents are engaged in a number of activities. In an interview with the school social worker, parents share information about the social behaviors, educational experiences, family life, early development, and adaptive behavior of their son or daughter, as well as their own concerns and hopes. With the teacher, parents provide information needed for standardized adaptive behavior scales. Parents are periodically requested to complete questionnaires on specific needs of their sons or daughters in the area of personal awareness. For example, does the student express affection appropriately, how does the student respond to an advance from a stranger, etc.

A Parent/Guardian Inventory (Figure 1) is completed by parents as well as group home staff, if appropriate. This questionnaire provides information about student functioning and parent expectations in the four domains: Domestic Living, Community Mobility, Recreation/Leisure, and Vocational. In addition, specific information is gathered in order to personalize instruction. For example, is cooking in the home done mostly with a microwave, gas, or electric stove? Where is clothing purchased and what sizes does the student wear? What are the family's main leisure activities? The inventory is reviewed and updated each fall and programming is adjusted accordingly. A two-week listing of students' nonschool activities is completed by parents once a year. Parents are asked to record each activity in which their son or daughter is engaged and the time involved. For example, 3:15-3:30 snack, 3:30-4:00 jogging, 4:00 vacuum living room, 4:30 set table and made salad for dinner, 5:00 watch news on TV, 5:30 eat dinner, etc.

Program Planning

In program planning, parents are encouraged to work with school staff in developing the student's Individual Educational Plan (IEP). Home-school coordination is important in all domains, as illustrated by the following examples. In Domestic Living, the teacher of severely handicapped students uses the same programs for laundry and bedmaking as the group home in which her students live. On Community Mobility trips, students have learned to use pocket calculators; parents of at least four students purchased the same model of calculator for their sons and daughters to use outside of school. As a Recreation/Leisure activity, one student learned to crochet in school and worked on her project at home.

As each new vocational training site is considered for a student, parental approval is sought by the school staff.

Program Implementation

In the ongoing implementation of the student's program, school staff involve parents in many ways, including daily take-home reports, telephone calls, parent-teacher conferences, group parent meetings, invitations for parents to visit each program site, and home programs.

Many parents have expressed appreciation for daily take-home reports of the students' activities during school hours. Several different formats have been used, providing parents with specific information about the performance of their son or daughter in activities in all four domains. For example, a preprinted report on Community Mobility could include the following to be completed by the teacher and sent home:

Name ______________________________ Date ____________________

Today on Community Mobility, I ________ rode Cy-Ride
________ rode the school bus
________ walked to ____________________

I shopped for....and located these things:	Independently	With Help
1. ______________________	________	________
2. ______________________	________	________
3. ______________________	________	________
4. ______________________	________	________
5. ______________________	________	________
6. ______________________	________	________

I used my calculator to ______________________________________

____

(specify activity and level of independence).

I ate lunch at ____.

I ordered ________________________________. _____ independently
_____ with help

I paid for my lunch _____ independently.
_____ with help.

During free shopping, I shopped for ________________________ (items)

at ____ (store).

I purchased ________________________________. _____ independently
_____ with help

____
Teacher

Such a report enables parents to not only know the specific activities of that day, but also to understand the level of independence achieved by their son or daughter. Parents are strongly encouraged to set comparable expectations for their son or daughter outside of school hours; frequently, specific teacher communications provide them with needed guidance to do so. Parents may be asked to sign and return reports to school along with any comments or questions, so the communication becomes a two-way process. Daily reports are used to provide parents with such information as job performance (example: "Brenda assembled 600 parts today with 98 percent accuracy."), behavior (example: "Jen earned 15 pennies today and had no time outs."), communication (example: "Mary called Randall's independently to see if they had fresh strawberries."), Domestic Living skills (example: "Mary prepared a fruit salad for lunch independently."), and Community Mobility (example: "Larry received a paycheck for $5.00 today and deposited it in his savings account, with assistance endorsing it."). Parents may in turn communicate useful information back to teachers in notes. For example, on a day when Community Mobility is scheduled, a parent may send money and a note with the student, indicating items which the student is to purchase.

Telephone communication between home and school frequently occurs, especially when discussion or clarification is indicated such as when the student's program is modified or when the job training site is changed. If the student is ill at home and cannot attend school and work, he or she is expected to call the employer and relate this directly. Parents may need to prompt their son or daughter to call; students learn such functional telephone skills from the speech and language clinician who keeps parents informed of expectations.

Parent-teacher conferences are scheduled two to three times per year and at any other time upon request. During these sessions, teachers relate specific program details to parents and discuss changes in student performance. Data collection procedures are clarified, student job responsibilities are explained and/or demonstrated, and the student's progress is discussed. Parents are presented with a comprehensive view of the functioning of their son or daughter in all four curriculum domains. Through questions, suggestions, and comments, parents add significant contributions to programming for individual students. Likewise, teachers offer specific suggestions to parents for carryover of learning from school to home.

Group parent meetings are scheduled at least once during each school year. The intent of these meetings is to present program philosophies, goals, and strategies. The four curriculum domains (Domestic Living, Community Mobility, Recreation/Leisure, and Vocational) are described and specific activities within each domain are outlined and demonstrated. Parents may practice using materials such as calculators, recipe cards, and clothing size cards. Student needs for appropriate home responsibilities are discussed, as well as suggestions for age-appropriate leisure activities. Expectations of appropriate social behavior are emphasized. Parents have opportunities to share hopes and successes, as well as doubts and questions in a supportive atmosphere. Parents and teachers of all age and ability levels meet together as they often share similar concerns and find that they learn from one another. Group parent meetings are scheduled during daytime hours as more parents are able to attend. Many parents have expressed appreciation for the practical information and guidance at these meetings. The ultimate goal for all students, that they function as independently as possible in all their environments, is shared among parents and school staff. Affirmation of that goal and agreement on the means to reach it can be significant outcomes of the group parent meeting.

On-site visits by parents and group home staff are strongly encouraged. An open invitation to observe students functioning in all four curriculum domains is extended. Parents also have the opportunity to work directly with their own son or daughter or with another student. Such "hands-on" experience enables parents to learn teaching strategies (such as how to give cues and reinforcement) and specific activities (such as task analysis of making hamburgers). Observation of students on job sites is important as parents gain first-hand knowledge of the job responsibilities, vocational capabilities, and work environment of their son or daughter. Parents and group home staff see students as productive, independent workers. Direct parental involvement through observation and participation in programming provides an optimum situation for continuity of efforts beyond school hours. A schedule of parent visits should be developed in the fall, so that parents are specifically invited to observe their son or daughter functioning in Domestic Living, Community Mobility, and Recreation/Leisure, as well as in each vocational training site.

Home programming by parents and group home staff is considered essential for the student to achieve maximum independence in all environments. Specific home programs are frequently written by school staff who provide parents with instruction in the use of these programs and in the collection of data on the student's performance. Home programs may be written in a number of different formats. Charts (Figure 2) for parent recording of behaviors of their son or daughter are often included. Specific cues and reinforcers may be indicated. Task analyses of home duties may be included. "Homework cards" (Figure 3) indicate a specific activity which the student is to practice while the parent records his/her performance daily. The card is returned to school at the end of the week with parent comments.

Specialized home programs are frequently developed by school staff. Physical and occupational therapists develop programs including exercises, feeding, and positioning techniques along with illustrations. The speech and language clincian may develop telephone activities and programs using sign language or communication books for nonverbal students. The special education nurse develops personal hygiene and diet/nutrition programs. The school social worker may assist parents in developing systematic programs for teaching acceptable social behaviors.

Teachers guide parents in developing informal home programs which will assist the student to function appropriately on the job. For example, students may need parent prompts as they prepare for the work day by caring for their personal hygiene, selecting appropriate clothing, and packing a lunch. Proper eating and sleeping habits need to be reinforced if the student is to be an alert, productive employee.

Summer jobs for students are located whenever possible by school staff. Parents need to provide transportation or whatever assistance their son or daughter may need to use the public bus system. Parents need to grant approval and support of the summer job as they do during the school year.

Coordination of programming with other agencies serving the child and family is necessary for consistency in the student's life. School staff generally divide up these responsibilities according to function. The school social worker is responsible for communicating with the Department of Social Services and mental health workers. The speech and language clinician coordinates efforts with the Iowa State University Speech and Hearing Clinic. The audiologist works closely with the otolaryngologist. The physical therapist and special education nurse maintain regular contacts with physicians. Teachers communicate often with Mainstream Living staff.

Program Evaluation

Parents receive regular reports on the progress of their son or daughter. Evaluation of program effectiveness is an ongoing process. Modification of programming may occur at any time during the school year and may be initiated by parents or school staff. Annual reviews of each student's program are scheduled each spring. Three-year reviews provide for new comprehensive evaluations of students' functioning every three years to assure that students are placed appropriately. Parents are urged to participate fully in these processes. Parents are informed by telephone when evaluations of their son or daughter will occur and may be interviewed by the teacher, school social worker, and school psychologist for updated information on the student's functioning. Attendance and participation by parents in the annual and three-year reviews is considered very important. Such meetings are scheduled to accommodate parent needs and if parents cannot come to school, school staff travel to parent homes to explain student functioning, programming, and evaluation results.

Program Termination

Planning for the student's graduation from the school program is an ongoing process which becomes more intensive during the last few years of school. The student's living situation after graduation should be determined if possible. Will the student live in an adult group home in the local community, will he/she live in another part of the state, or will he/she live at home with parents? If parents are considering out-of-home placements, they need to plan well in advance with workers from the Department of Social Services. Knowing where the student will live after graduation assists school staff in locating an appropriate full-time job. Again, parent involvement is crucial in the success of such planning.

Summary

Working together, parents and school staff exchange emotional support as well as problem-solving approaches. Students benefit immensely from such cooperation as they move toward the goal of functioning as independently as possible in all environments.

Parent/Guardian Inventory

I. General Student Information

A. Student's Name ____
(first) (middle) (last)

Student's Social Security Number ____________________ Birthdate ____________

Current Address ______________________________ Phone Number ____________

B. Parent's Name ______________________________ Phone Number ____________

Parent's Address ______________________________ Business Phone No. ________
(if different from student's)

C. House Parent's/Foster Parent's Name ______________________________

Phone Number ____________

D. Social Worker's Name ____________________ Phone Number ____________

E. Physician's Name ____

Physician's Address ______________________________ Phone Number ____________

Medications and time of administering ______________________________

____

____

F. Teacher's Name ____

G. What type(s) of communication system(s) does your son/daughter/charge use?

______ verbal

______ sign language

______ picture book

______ written message

______ gestures

______ other, please specify

____

____

H. Upon graduation from Willson-Beardshear School, you would like to see your son/daughter/charge participating in (a):

______ Day Care/Activity Program

______ Sheltered Workshop

______ Competitive Part-time Employment

______ Competitive Full-time Employment

______ Other, please specify ______________________________

____

Figure 1

I. Following graduation from Willson-Beardshear School, you anticipate your son's/daughter's/charge's living situation to be:

________ Urban (what city?) ________________

________ Rural (what county?) ________________

________ At Home (whose home?) ________________

________ Group Home (which one?) ________________

________ Sheltered Apartment (what city?) ________________

________ State Institution (which one?) ________________

________ Other (please specify) ________________

J. Would you be able/be willing to drive your son/daughter/charge to his/her place of employment?

________ If yes, would you drive up to 20 miles one way, if needed, on a daily basis? Comments regarding transportation to and from work:

____

____

II Domestic Domain

A. What domestic activities does your son/daughter/charge presently participate in at home, and how independent is he/she in these activities? (dependent, needs maximal supervision; semi-dependent, needs continual assistance; semi-independent, needs minimal supervision; independent, needs no supervision)

Activity	**Degree of Independence**
Makes own bed (for example)	Independent - needs no help at all
________________	________________
________________	________________
________________	________________
________________	________________

B. What domestic areas do you feel your son/daughter/charge needs instruction in?

________ dressing appropriately/choosing clothes

________ clothing care

________ meal preparation

________ housekeeping

________ hygiene/grooming

________ health (general well-being, simple first aid, sex education, etc.)

________ others, please specify ________________

____

____

____

Figure 1 (cont'd.)

III. Community Mobility Domain

A. What community activities do your son/daughter/charge presently participate in, and how independent is he/she in these activities? (dependent, semi-dependent, semi-independent or independent)

Activity	**Degree of Independence**
Shops for groceries (for example)	Semi-independent - shops for only one or two items

B. What activities do you expect your son/daughter/charge to be able to participate in?

__________ Use public transportation

__________ Shop for groceries

__________ Use a shopping center/mall

__________ Use community/downtown stores for shopping

__________ Cross street

__________ Use restaurant

__________ Use public service agencies (post office, bank, job service, etc.)

__________ Use public recreation facilities (go bowling, swimming, etc.)

__________ Visit health services (doctor, dentist, barber, etc.)

__________ Other, please specify ____

____

IV. Vocational Domain

A. What work demands are being placed on your son/daughter/charge at home, and what is his/her reaction to them?

Work Demand	**Reaction**
Carries out the trash (for example)	Does willingly - needs not be told

Figure 1 (cont'd.)

B. What jobs does your son/daughter/charge seem particularly interested in or really like to do (in or out of the home)?

C. What jobs, if any, seem adverse to him/her?

D. What types of work or occupations (if any) do you object to your son/daughter/charge participating in?

E. If there are any recurring safety problems (fascination with electrical outlets, putting object in mouth, etc.) please state them.

V. Recreation/Leisure Domain

A. What leisure activities does your son/daughter/charge participate in at home and how independent is he/she in these activities? (dependent, semi-dependent, semi-independent, independent)

Activity	**Degree of Independence**
Plays cards with sister (for example)	Semi-independent - cannot deal or shuffle

B. What community leisure activities does your son/daughter/charge participate in and how independent is he/she in these activities? (dependent, semi-dependent, semi-independent, independent)

Activity	**Degree of Independence**
Bowls once a week (for example)	Semi-dependent - needs to have shoes and ball chosen for him

Figure 1 (cont'd.)

C. In what leisure activities would you like to see your son/daughter/charge participating?

__________ Going to movies

__________ Attending family outings

__________ Going to spectator sports

__________ Participating in sports - individual or group (specify sport(s))

____

__________ Using the library

__________ Attending concerts, plays

__________ Attending carnivals, craft shows, mall shows

__________ Participating in organized recreation such as dances and bingo (please specify)

____

__________ Attending day camp/summer camp

__________ Attending YARC meetings

__________ Participating in Church activities

__________ Swimming

__________ Joining private clubs/organizations (health clubs, ski clubs, country clubs, tennis/raquetball clubs) Please describe

____

____

__________ Eating out

__________ Taking a drive

__________ Hiking

__________ Biking

__________ Shopping

__________ Becoming active in Big Brother/Sister activities

__________ Joining craft/hobby classes (please specify ______________________)

VI. Additional Information

A. If you have any concerns or comments regarding your son's/daughter's/charge's education within each domain, please state them.

Domestic Domain ____

____

____

Community Mobility Domain ____

____

____

Figure 1 (cont'd.)

Vocational Domain ____

____

____

Recreation/Leisure Domain ____

____

____

B. Please sign and date this survey. It will go in your son's/daughter's/charge's record and will be vital for the development of his/her I.E.P.

....

(signed) *(dated)*

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General student information such as the names, addresses, and phone numbers of all individuals in direct contact with the student and his or her program is requested, as is information regarding the student's activities the parents would like to see their son or daughter participating in, and the living arrangements they would like for their child. Also, to know how involved parents are able to be regarding transportation and mobility is important for immediate and future plans.

In each of the four domains, information is requested regarding what the individual is able to do, how well he or she can do it, and what the parents would like to see their son or daughter be able to do. Once the inventory is completed by parents, it should be included in planning the student's individual education plan. This inventory should be reviewed and updated on a yearly basis.

References

Mithaug, D.E., Hagmeier, L.D., and Haring, N.G. "The Relationship Between Training Activities and Job Placement in Vocational Education of the Severely and Profoundly Handicapped," *AAESPH Review*, 1977, Volume 2, pp. 89-109.

Mithaug, D.E., and Hagmeier, L.D. "The Development of Procedures to Assess Prevocational Competencies of Severely Handicapped Young Adults," *AAESPH Review*, 1978, Volume 3, pp. 94-115.

Johnson, J.L. and Mithaug, D.E. "A Replication of Sheltered Workshop Entry Requirements," *AAESPH Review*, 1978, Volume 3, pp. 116-122.

Figure 1 (cont'd.)

INVENTORY

Food preference

Food preparation

Food routine

Dishwasher

Dish Soap

Stove - Gas, Electric

Microwave

Toaster

Food processor/blender

Wash hair - how?

Shampoo

Shaving

- men

- women

Deodorant

Bar soap

Toothpaste

Lotion

Pad brands

Sizes?

Laundromat?

Clothes detergent

Bleach

Rinse

Daily duties?

Weekly duties?

Clothing store

Eat out - Where?

How often?

Purchase personal items

Bank - Savings account

Checking account

Cy-Ride - Bike - Walk

Toys

Friends?

Leisure time at home

After school

On Saturday & Sunday

Figure 1 (cont'd.)

Carol Ada
Area Educ[illegible]on Agency 11
120 S. Hazel
Ames, Iowa 50010
232-7583

BEHAVIOR RECORDING FORM

Child's Name:______________________________

Date Recording Initiated: / /

Date Recording Terminated: / /

BEHAVIORS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Figure 2

Homework Card
Willson/Beardshear School

Name:
Assignment:

Days:

M	T	W	Th	F	S	Sun

+ accomplished
- not accomplished

Staff signature ________________

Parent signature ________________

Please return on __________

attempted ___
not attempted ___

Figure 3

Individual Education Programs (IEP) and Student Scheduling

by Susan Teas and
Sharon Kurns, Educator
Moderately Mentally Disabled Students

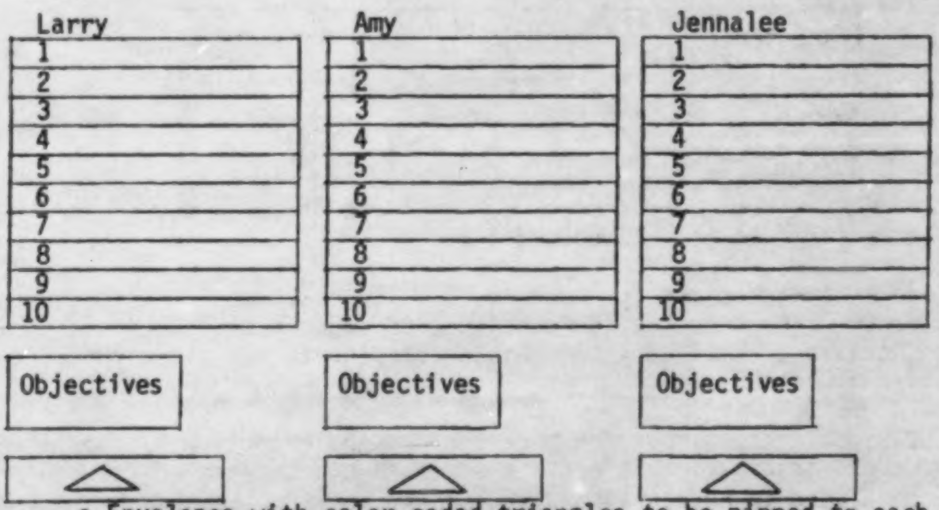
The Willson-Beardshear School program for the moderately and severely/profoundly mentally disabled is community based and continually changing. Because of this constant change, a systematic method of identifying daily activities, student objectives, and staff intervention is required. Public Law 94-142 has become the foundation for both student learning and program accountability. Posted student schedules continually address student needs through objectives written for each activity. In reality, the IEP is not a form visitors can take home as a sample. It is a three-part system which makes up the student's individual educational program.

One part of the IEP is the annual staffing/review form (Figure 1) which states the student's current level of functioning and recommended program and service plans. This part is kept in the student's cumulative folder along with reports from the psychologist, social worker, nurse, and speech clinician.

A second part of the IEP is the student's daily schedule of activities with specific objectives written for each activity. Four models of student scheduling are presently being used by Willson-Beardshear staff. Model #1 is posted on large laminated tagboards on the classroom bulletin board. Schedules are laminated so that new activities or changes in community-based activities can be written in with a grease pen. Color coded triangles are pinned to each activity to identify which staff member (teacher, aide, volunteer, or practicum student) are responsible for which student each day. These responsibilities are re-assigned daily.

The following diagram shows how this schedule is posted in the classroom.

MODEL #1 DAY 1



- Envelopes with color coded triangles to be pinned to each activity.
- Each staff person is color coded.

The program is on a ten-day teaching cycle with Days 1 and 6, 2 and 7, etc., scheduled similarly. Each student's daily schedule of activities is written with specific objectives for each activity posted below. For specific examples, see Larry's schedule (Figure 2) and activity objectives (Figure 3). The advantage to this system is that staff members immediately identify student objectives needing attention for the day. Once an objective has been met, it is identified with a star. Additional objectives are added as needed.

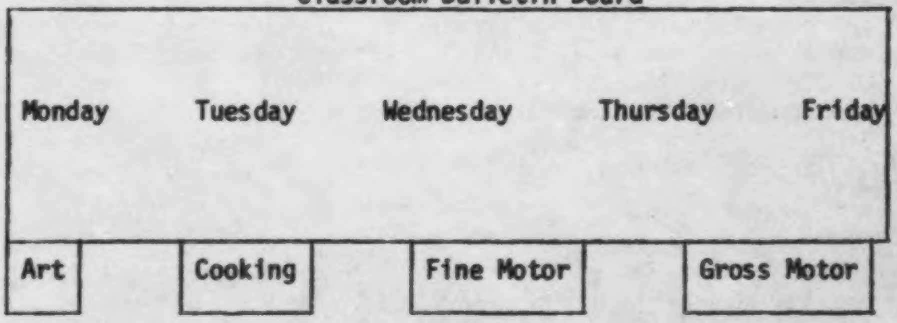
A similar scheduling model (Model #2/Figure 4) is individually written on sheets 8½ by 11 and posted in the classroom. Figure 4 shows the student's activities, times, and personnel assigned for those activities. A goal/objective sheet, similar to Model #1, is posted next to the student's schedule. In addition to this posted schedule, the classroom teacher keeps a lesson plan book of community locations and information for each activity.

Model #3 is designed specifically for a preschool room but could be used effectively for all levels.

One schedule (Figure 5) is posted per week. This specifies activities and the initial of the person responsible in the square for that activity. The classroom teacher uses file boxes containing activity cards. These are categorized by subject areas, such as art, cooking, music, fine motor, etc. Activity cards are removed from the file box and placed in the envelope for the day the activity will be done. The card (Figure 6) contains objectives, description of the activity, the setting, and the materials needed.

MODEL #3

Classroom Bulletin Board



On the front of the card, a small piece of paper is attached in order for the teacher to give the student a (✓) check if the objective is met and a (0) zero if it is not. This mark remains on the card so that the following time the activity is done, the teacher can evaluate the progress of the student by comparing new objectives attained.

Model #4 is based on the four domains and is posted on large tagboards in the classroom. The schedule is identified in major time frames with specific objectives identified for each student's daily activity schedule. (See the following page).

The individual responsible for carrying out the objective is identified using color coded triangles. Objectives for each student are written on the goal sheets used in Models #1 and #2.

MODEL #4

Recreation/Leisure
8:15-9:15

1	Lila/Mary weigh in
2	
3	
4	
5	
6	
7	
8	
9	
10	

Vocational
9:00-12:00

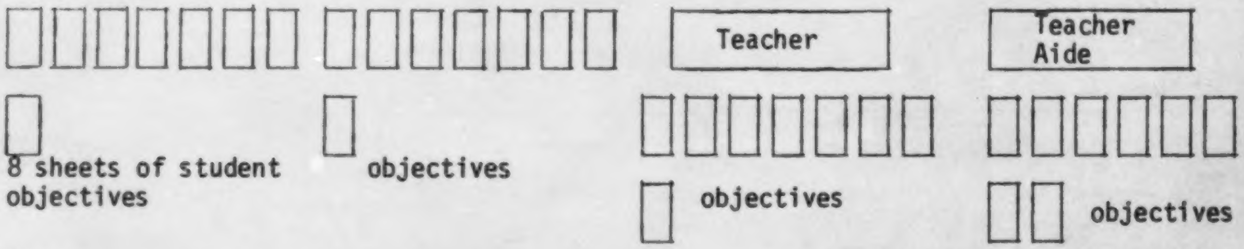
Day	Mark Ann Linda
1	
2	
3	
4	
5	Dom. Liv. (chart)
6	
7	
8	
9	
10	Dom. Liv. (chart)

Domestic Living
9:30-2:15

COOK	CLEAN	LAUNDRY
Lane	John	Lila
Mary	Jim	
Karla		

Mobility/Classroom
Activities
12:00-2:15

1	
2	
3	
4	
5	Dom Living
6	
7	
8	
9	
10	Dom. Living



A third part of the IEP contains Significant Interfering Needs (SINS). School staff review each student asking the question, "What needs interfere with learning?" From that question, statements can be made regarding student weaknesses and behaviors which are not acceptable. These weaknesses/needs become the objectives identified in the third part of the IEP. For example, the SINS identified for Larry, as written in behavioral form, are to:

1. chew with his mouth closed
2. not make extraneous noises (attention seeking/irritating)
3. comply to directives by new personnel
4. initiate peer conversations
5. participate in appropriate adult conversations

These objectives are continually addressed throughout all activities. At least once weekly data is gathered specifically on these behaviors to measure student growth. As needed, new behavioral objectives or SINS can be added to this part of the student's IEP.

The student's IEP is, therefore, composed of three parts. Combined, this format enables teachers to constantly be aware of each student's needs, strengths, and weaknesses and to modify the program daily or weekly as needed.

Part V. PROGRAM REVIEW/INDIVIDUALIZED EDUCATION PLAN

A. Name Larry District Des Moines Building Willson-Beardshear

Review Date 5/20/82 Birthdate 11/8/66 Grade Intermediate MD Teacher Sharon Kipp Kurn

B. Participants

Name	Position
Elizabeth Nelson, Sec. Psych.	Mary Carter, Consultant
Sharon Kipp Kurn, Teacher	Wendy Turner, House Manager
Joyce Powers, Speech and Language	Jo Ellen Dixon, Social Worker
Marilyn Goll, Nurse	

Parent Notified:

Date 4/25/82

Phone

Note

Letter ✓

Other

C. Results of Review

Months in Program 36 Should the child be re-evaluated no Should the child be re-staffed no

Is the child meeting program objectives yes Should the program be continued yes Estimated duration until graduation

Current level of functioning

See attached "current level of functioning"

Services and integration plans Adaptive PE - Speech services level 1.2 Vocational education

D. Annual goals for school year To improve his interpersonal/social behaviors

To improve vocational skills

To improve conversational skills

E. Comments:

Copies to:
1. School file
2. Parent
3. AEA Zone Coordinator

Figure 1

Current Level of Functioning

Name Larry Birthdate 11/8/66 Date 5/20/82

Domestic Living

Cooking: Independent in kitchen with minimal supervision on 4 basic menus
Cleaning: 97% independent on household cleaning jobs, needs supervision
Laundry: Uses public laundromat 100% independently

Community Mobility

Finds 6 items within hour time limit 90% of all trials. Works independently but needs supervision because of inappropriate social behavior. Calculates items to determine money left 72% correctly and independently. Uses restaurants independently.

Vocational

Present vocational placement, Scheman Continuing Education Building. Can perform all tasks independently but needs supervision because of inappropriate behavior. This job includes cleaning salad bar, clearing tables, sorting silverware, and other odd jobs.

Recreation/Leisure

Activities include music; he can operate record player and tape recorder 100% independently. Tapes records for personal use with assistance. Shows independence and responsibility in the care and feeding of pets.

Adaptive Physical Education

Will independently engage in individual physical activities. Needs minimal verbal prompting to engage in group activities. Needs work on displaying appropriate social behaviors. He is beginning to understand very basic rules to specific games and sports.

Communication

Shows some problems attending to instructions but generally understands the instruction. Responds to safety signals. Communicates needs appropriately. Shows deficits in social interaction. Nasality present, rate sometimes rapid, articulation 86/100.

Psychological

Last evaluation 3/19/82. M.A. 6-2; C.A. 15.6. Indicates that Larry is functioning in the moderate range of mental disability.

Adaptive Behavior/Social Functioning

Social outgoing but sometimes asks inappropriate questions, overcompliments, or becomes overly excited and loud. Acts age appropriate in most situations. Tends to model inappropriate behaviors of those around him. Much improvement seen.

Fine Motor/Occupational Therapy

(Direct services are not required.)

Physical Therapy

(Direct services are not required.)

Health

Absent when allergies are causing problem. Characterized by drowsiness and lethargic behavior. On chlorphenicamine for symptoms, but medication does not totally control symptoms. Weight has fluctuated between 117-126. Shows independence in hygiene skills.

Figure 1 (cont'd.)

Larry's Schedule

Day 1	free time	8:50-9:20 P.E.	CM Prep.	9:45 C.M. Penny's	11:30 Lunch Flame 'n Skewer	free shop	12:45 Vocational Scheman Center
Day 2	free time	9:15 Art	10:00 Class Time Weigh In CM Prep.	11:00 Triads	11:30 Lunch	12:30 Music	12:50 Vocational Scheman Center
Day 3	free time	9:15 Domestic Living Cleaning		12:00 Lunch	12:45 Vocational Scheman Center		
Day 4	free time	8:50-9:20 P.E.	9:20 Class Time Calculator CM Prep.	11:00 Triads	11:30 Lunch	free time	12:45 Vocational Scheman Center
Day 5	free time	9:15 Class Time Telephone	10:00 Personal Awareness	10:30 Class Time Menus	11:00 Triads	11:30 Lunch and Free Time	12:45 Vocational Scheman Center

Day 6	ABOUT THE SAME AS DAY 1
Day 7	ABOUT THE SAME AS DAY 2
Day 8	ABOUT THE SAME AS DAY 3
Day 9	ABOUT THE SAME AS DAY 4
Day 10	ABOUT THE SAME AS DAY 5

Figure 2

* Objective Met

Objectives for Activities

Student: Larry

Activity: Free Time
Objectives: Choose age-appropriate activity
Exercise periodically
*Independently perform classroom tasks (care for guinea pigs)

Activity: Conversation Skills
Objectives: Interact appropriately with peers
Engage in age/setting appropriate conversations

Activity: Mobility Prep
Objectives: Choose age/gender appropriate items to shop for
Attend without interrupting
Choose items to shop for on mobility trip
*Identify uses for all items
Practice ordering when necessary

Activity: Calculator Skills
Objectives: Independently complete worksheet--subtraction and determine if have enough money to purchase
Use correct signs when needed

Activity: Opening/Individual
Objectives: Earn point for morning check-in
*Present ID
*Return take home
*Earn points for appropriate dress
Zipper up

Activity: Community Mobility
Objectives: Remember all items needed independently
Act appropriately around strangers
Find and calculate all items independently
Interact appropriately with peers

Activity: Vocational
Objectives: *Perform independently all tasks involved on job
Interact appropriately with co-workers
Follow all directives without extraneous noises/actions/expressions
Work quickly in order to finish work in allotted time

Activity: Domestic Living
Objectives: *Independently clean bathroom
*Independently clean bedroom, re-making bed
Follow directives given by staff without extraneous actions
Use leisure time appropriately
Prepare sack lunch independently using cooking cards

Figure 3

Activity: Telephone Skills
Objectives: Dial independently
Use soft voice when speaking into receiver
Engage in appropriate conversation with peers

Activity: Triads
Objectives: Respond appropriately to command given by peer with no extraneous noises, facial expressions, or actions
Eliminate setting off other students

Activity: Lunch
Objectives: Chew with mouth closed
Interact appropriately with peers
Decrease interactions with staff

Activity: Personal Awareness
Objectives: Appropriate behavior with strangers

Activity: PE
Objectives:

Activity: Music
Objectives:

Activity: Art
Objectives:

Figure 3 (cont'd.)

Lori

Day 1-6	Day 2-7	Day 3-8	Day 4-9	Day 5-10
8·30 Set calculator	TA 8:30 Set calculator	TA 8:30 Set calculator	TA 8:30 Set calculator	TA 8:30 Set calculator TA
8:45 Calculate Money	PT 8:45 PE TA	PE 8:45 PE/swim	PE 9:30 Domestic Living	T/ 11·30 Lunch T/ TA TA
9:30 Mobility	T/ 10:00 Art TA	A/ 10:00 Personal TA Awareness	N 11:45 Lunch	T/ 1:00 Workshop T/ TA TA/ VA
11:15 Lunch	T/ 11:30 Lunch TA	T/ 11:30 Lunch TA	T/ 1:45 Music TA/ V	MT
12:15 Free Shopping	T/ 12:30 Speech TA 1:00 Workshop	T/ 1:00 Workshop TA VA	T/ TA VA	
1:00 Workshop	T TA VA			

ST - Speech teacher
PT - Physical therapist
N - Nurse
PE - Physical education
T - Teacher

TA - Teacher aide
MT - Music teacher
A - Art teacher
VA - Vocational aide

Figure 4

	Monday 2	Tuesday 3	Wednesday 4	Thursday 5	Friday 6
free play 8:45-9:15	1 lacing cards C-T 2 balls 3 cars & trucks Paul scooter board J	1 blocks (small wooden) 2 sorting 3 match patterns PaJ	1 puzzles 2 large blocks 3 playdough PaJ	1 color on paper 2 tricycles 3 resting material PaP	1 scooter boards 2 chalk & small boards 3 bristle blocks PaP
Group 9:15-9:25	songs 3 and	4			Workshop: Pa JP T CP in classroom
Domestic Living 9:25-9:40	cooking: Unbelievable Cookies Paul activation board P	clean shelves in room PaP	cooking: peanut butter apples PaP	clean windows and mirrors PaP	
Music/PE 9:40-10:00	Music--walk around the circle, come on & march, imagination Paul crawling P	PE PaJ	Music--morning time march, ring around the rosy, imagination PaP	PE PaP	Swimming (Bus) Pa ___ T ___ J ___ C
Wkshop & snack 10:00-10:30	PaJ JP popcorn TJ CP	PaJ JP cheese & crackers TJ CP	PaJ JP peanuts & raisins TJ CP	Pa__JP cheese & crackers T CP	
Recess 10:30-11:00	RECESS	RECESS	RECESS	Day Care: Pa__ J__ T__ C__	
Art 11:00-11:20	May baskets	Paper cup flowers	Mother's day card		Mother's day presents color front of card
11:20-11:30	Lunch Prep	Lunch Prep	Lunch Prep	Lunch Prep	Lunch Prep
11:30-12:30	Lunch & clean up	Lunch & clean up	Lunch & clean up	Lunch & clean up	Lunch & clean up
12:30-1:00	Nap	Nap	Nap	Nap	Nap
1:00-1:15	Make-up time	Make-up time	Make-up time	Make-up time	Make-up time
1;15-1:30	Obstacle course	Musical chairs	Music with Fred starts 1:10	Bowling	Find the alarm clock
Workshop 1:30-1:45	Pa__ J__ T C__	Pa__ J__ T C__	Pa__ J__ T C__	Pa__ J__ T C__	Pa__ J__ T C__
1:45-2:00	Break Time	Break Time	Break Time	Break Time	Break Time
Language 2:00-2:15	APPROPRIATE OBJECT USE (SEE CLIPBOARD)				
Story 2:15-2:30					
	Meeting with Parents				

Figure 5

Front

Peanut Butter Apples

	Paul	Terri	John	Chike	Objectives:	
			✓		Find the apples	✓
			✓		Find the peanut butter	✓
		o			Find the honey	✓
					Find the wheat germ	✓
				o	Find the nonfat milk	✓
				✓	Pour with minimal spilling	
		✓			Stir at least 5 times	
					Only taste when directed	
		o			Find bowl	✓
				✓	Find spoon	✓
			o		Find ¼ cup	
				o	Find 1/8 cup	
		o			Find tablespoon	

Back

Activity Description: Have children find ingredients. Teacher should cut apples. Children can measure and pour and stir with assistance where necessary. Then put mixture into apples.

3 apples, ¼ cup peanut butter, 1/8 wheat germ, 1/3 cup dry milk, 1T honey

Setting: Classroom or Home Ec Room

Materials: pictures of objects, apples, peanut butter, wheat germ, dry milk, honey, bowl, ¼ cup, 1/8 cup, 1 tablespoon, spoon, knife.

Figure 6

Teaching Within Activities

by Sharon Kurns, Educator
Moderately and Severe/Profound Students

The curriculum designed to teach the severely and moderately mentally disabled must attend to primary skill development. The skills identified must be those which the student will need to function independently in his or her own environment, must be taught in the natural community setting in which they occur, and must be taught within functional activities.

There are several basic reasons why it is important to teach within activities. One of these is the inability of most mentally disabled students to transfer skills taught in an isolated classroom situation to use in their daily lives. For example, Kim, a severely handicapped ten year old, had been on a criterion-based program to learn the skill of removing a paper towel from a dispenser. This had been task analyzed and was systematically instructed each day, giving ten trials and reinforcing after each successful attempt. The program was eventually dropped because Kim was pulling towels out of the classroom dispenser at all times of the day, causing a behavior problem. This school year the task was reintroduced with instruction taking place in the restroom. She was then able to master the skill and learn the appropriate time and place to use it.

The choice between teaching isolated skills or skills within activities has been described as a "pay now or pay later" decision. You can "pay now" by using the longer process of teaching within activities or use the quicker methods of teaching isolated skills and "pay later" when the student is unable to transfer the skill to the activities the student encounters in his or her environment.

Many commercially and teacher developed programs use a system of ten trials and periodic reinforcement to teach skills. Besides becoming monotonous to the teacher, it does not make sense to the student. For example, a student at Willson-Beardshear was working on dressing skills. He was taken into a small room and given the cue "Erich, take off your shirt." If he followed this directive and was successful, he was reinforced with a cherrio. This was repeated ten times per session. Very little success was attained with Erich. It did not make sense to him to take off his shirt just to have it put back on and take it off nine more times. To make dressing/undressing logical for Erich, activities were devised in which Erich needed to take off his shirt. When he went swimming, he was told, "Erich, take off your shirt; it's time to go swimming." Before nap, he was told, "Erich, take off your shirt; it's time for your nap." Improvement and much more cooperation was seen. Students needing work on dressing skills could be required to change clothes for p.e., change shirts for art, or take off their shoes during free time to lie down and listen to music. Life has its own built-in reinforcers. Students can learn to be rewarded socially from the activity itself rather than with edible or tangible objects.

Here are some examples of ways to take that extra step to teach functional skills within activities. Once you have identified the functional skills most needed by a particular student, activities must be implemented that contain those skills.

In the past, students were taught to match colors by using red and green index cards and putting them in appropriate piles. Will there ever be a time a student will need to match red and green index cards?

A functional color skill would be to match socks. But when in a child's life will it be essential for independence to sort a basket of socks in the back of the classroom? What is needed is to teach the functional skill by washing socks or the entire laundry, drying the clothes, matching the socks, and putting them away in the drawer. The entire activity must be done in order to make sense to the student.

In the past, our speech clinician worked with students in an isolated therapy room using commercial programs to increase receptive language. One particular student was learning to identify apples, oranges, and bananas using pictures of fruit, plastic fruit, and real fruit. She would say, "Kim, hand me the apple." If Kim chose the right fruit, she was reinforced with an edible. Wanting to make the activity more functional, the speech clinician moved down to the home economics room. There she would lay fruit on the counter and would say, "Kim, please bring me a banana." If she brought the right piece of fruit, she would be given a bite. But now the speech clinician has taken it one step further and works with Kim during her mealtime program. Kim must ask for her food by name. If she wants oranges (or any other menu item), she must say, "I want oranges, please."

Our physical therapist has worked with students who have trouble maneuvering their bodies through architectural barriers. In the past, students were taken out of the classroom to work in the therapy room going up and down inclines and steps and moving around barriers in the school building. Now the therapist works with students on Community Mobility. Within the activities of a mobility trip, students have to go up and down curbs, make car transfers, go through turn styles, maneuver through narrow aisles, open heavy doors, and go up and down ramps. These are real hazards in a handicapped person's environment.

Conclusion

Once skills are identified and activities developed, a program evolves that is not only interesting and exciting to teach, but that is meaningful to students. The school day is filled with functional activities which become learning experiences. For example, lunch is no longer sitting your students down and feeding them as quickly as possible. They are learning matching skills by matching a plate to a placemate with a plate drawn in the middle. The are learning communication skills because they are expected to ask, gesture, or sign for their food. They are learning appropriate social behaviors like passing food when asked, using a napkin, and interacting with staff and peers.

Having established an activities-based program, how do you identify the skills you are teaching. As special education teachers, we are held accountable for all that we teach and should teach. Figure 1 describes one method of breaking down an activity into individual skills. Underneath each skill category, the teacher has an opportunity to identify specific areas of concern for individual students. These consist of specific goals, problem areas, and present levels of functioning in particular areas. All students do not have the same needs or abilities. The activities and goals should be posted in the classroom and made available to all personnel working with any particular student. The instruction of primary skill development has evolved from teaching isolated skills to teaching functional skills within activities. These activities need to be taught in the student's environment. They are the activities students will need in order to function as independently as possible.

Domain Community Mobility

Activity Shopping at HyVee

	Cognitive	Sensory	Fine Motor	Gross Motor	Communication	Social Skills
Skills	Matching food to pictures, numbers on calculator Identify money at checkout Find areas in store: checkout, snack bar, food items	Bright lights Colors of different labels, food, etc. Many people, crowded grocery store	Buttoning, zipping coat Opening purse, billfold--getting out change Pressing #'s on calculator	Pushing cart Opening doors Stairs, getting in and out of	Identification of foods Ordering snack verbally, with card Communicating with clerks	Appropriate social behavior in grocery store Interaction with non-handicapped people Quiet, calm, slow walking down aisles
Name	Individual Needs and goals					
Kim	Matching food and pictures Find all areas			Push cart independently	Verbal identification Order with card	Do not take food off shelves if not buying
Erich	Match food and pictures with assistance	Remain quiet		Push cart with assistance	Point to foods Order with card	Remain quiet
Jeff	Independent		Use of calculator	Independent	Sign and encourage verbalization	Appropriate gait Greeting Taking directions appropriately
Tracy	Independent		Use of calculator	Independent	Sign and encourage verbalization	Appropriate gait and greeting Taking directions appropriately

Figure 1

Shopping

by Susan Teas

A major goal of the functional, community-referenced curriculum for the moderate and severe/profound mentally disabled population at Willson-Beardshear School is to develop in students the art of decision making. In the past, it has been felt that this population was unable to (or needed considerable assistance in) make decisions because of their characteristic low functioning levels; therefore, programs did not stress teaching the concept. By gradually expecting and allowing students to display independence from adult role models and criterion makers, students are displaying more mature behavior specifically within the area of decision making. A requirement to be an independent adult is to make shopping decisions--what is needed to be purchased, where to find the item, how much money is needed to make the purchase, and if there is adequate money available. This chapter will discuss how moderate and severely mentally disabled students can learn to shop independently with the aid of a calculator/digital clock, with a built-in alarm system. Attention will focus on learning how to shop, using shopping cards, preparing shopping lists, using money cards, making free shopping choices, and using restaurants.

Learning How to Shop

The first step in building a shopping program is to get the student out of the classroom and into the community. At Willson-Beardshear School, student exposure to using the community begins on the preschool level and continues to graduation. Community environments need to include present and future stores within the community where the student is presently living and will live in as an adult. For example, the majority of families in Ames use large variety discount stores, such as Target and K-Mart, moderately priced department stores, such as J.C. Penney's, and neighborhood grocery stores. Each family at willson-Beardshear has been interviewed to assist in the planning of student shopping programs. For example, if Amy's mom usually purchases brand name items instead of generic, Amy is taught to shop for those items. Personal hygiene/grooming items are identical to what is used at home.

One strong suggestion when shopping as a class is not to, if at all possible, shop together as a group. Through weekly, continual exposure, students will become independent from the need for direct staff intervention; therefore, they will "blend" in with the public shopping population. Severely handicapped students will require one-on-one supervision for extended periods of time. Moderately disabled students require less. As shopping skills improve, students will continually display less need for supervision.

Prior to using a store to learn shopping skills, it is not necessary to receive approval from store management. However, staff need to be aware of unvoiced concern from clerks/store personnel and provide information to them regarding both student and program expectations.

The basic steps involved in teaching students to shop are to:

1. Differentiate stores--clothing, drug, food (restaurant), grocery, hardware, etc. and what kinds of items can be found in each store. For example, students may learn that pizza cannot be purchased in a hardware store or that deodorant can be purchased at Woolworth's.

2. Once stores are identified, familiarize students with the different departments in each store.

3. Teach students to find specific items within departments, to make the decision to buy, and to make the purchase.

4. Upon entering a store such as J.C. Penney's, the first objective is to locate individual departments, identifying which department carries which item. For example, the "shopping list" might include four to six items from two different departments within Penney's housewares and clothing. Each week additional departments can be added to familiarize the student with the entire store.

5. The next step in the progression to independence is to identify prices. The more involved the students have become with this step, the more is realized how prices can only by taught in a store, specifically not in a simulated setting, such as in a classroom. Prices are displayed on items with pinned-on tags, stuck-on tags, sewn-on tags, or written with grease pens. What is confusing is that items marked down may have several prices written and crossed off, clothing items that include tags of sizes and coding numbers, and often prices are not on items, rather on shelves or hanging signs such as in grocery stores and in discount stores. Therefore, to teach students to locate the price is a major teaching objective and can only be learned through continual exposure and instruction. If assistance is needed, students are instructed to locate store personnel and request information from them, not from school staff.

Using Shopping Cards

The most successful forms of shopping cards presently used at Willson-Beardshear with the moderate and severely mentally disabled population are in the form of the actual item, portion(s) of the item, or picture of the item. It might be necessary to have the student carry an empty milk carton to match to a carton in the grocery store. That activity can then proceed to a smaller visual prompt. The student can match the front panel of the carton to the milk carton on the store shelf. Then the front panel can be cut down to a small pocket/wallet size which can be carried discreetly while shopping. Finally, a pitcure of the item made either with a polaroid camera, cut from advertisements, or hand drawn is used for most of the students.

The number of shopping cards a student is assigned will depend on programming time and student ability/needs. Through exposure, students will become more proficient thereby being able to shop for five to ten items within an hour block of time. The cards are kept on a ring, carried in the purse or pocket. Upon entering J.C. Penney's, Mike locates his first item, boots. Through exposure to Penney's, Mike knows where the shoe department is. He must find a pair of boots, not tennis shoes or loafers. The next step is to find a style he likes in his size. To do this, Mike refers to his size card (Figure 1) which is laminated and carried in his wallet next to his ID (identification) card. To locate his size, he needs to request assistance from a clerk. Because Mike is verbal but often unable to make himself understood, he would use his size card and shopping card to ask the clerk for assistance. The next step is to try on the boots and then to determine if he can afford to buy them. Each picture card has been made with a fictitious amount of money written on it. This amount is what he has in his pocket. The shopping card for Mike's boots indicates he has $33.00 in his pocket. He enters 3300 in calculator (decimals are not used or needed). He then subtracts the price of the boots he has chosen ($42.00) and touches "=". The result will display a 9.00-, which indicates he cannot make the purchase. Mike does not recognize numerals. He might call a nine a three or a five a seven but he does know that "-" on the calculator readout means he does not have enough money to make the purchase. School staff, at this point, interact with Mike to record his decision. Using a grease pen, the staff person marks an "i" on his laminated shopping card if he found the item independently, a "*" if he found and calculated independently, or other coding messages regarding locating size. Mike then goes on to his next shopping card, locates the item (a belt), the size, and calculates. A staff member codes his card as necessary.[1] Mike is given a specific amount of time to complete his shopping activities. Through the calculator clock system, Mike has set his alarm for 11:10. When the alarm sounds, he is to report to the class meeting place. If he has met his shopping goals, he then continues with the restaurant objectives. Mike's peers have also been given shopping assignments within Penney's or other stores in the mall. Assignments are made prior to leaving the school building and staff members "cover" those stores used by the students.

Mike is a typical young teenage moderately mentally disabled student. He has been using these shopping techniques (calculator usage and size cards) for less than nine months and like his peers, has dramatically displayed growth in decision making shopping skills. Staff programming expectations three years ago did not envision these behaviors occurring or even possible occuring.

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[1] This recorded data is compiled on forms in the classroom. Weekly data are compared, student performance is measured, and program objectives changed as needed.

Preparing Shopping Lists

The goal is to enable each student to make his/her own shopping list and not rely on teacher or parent to tell him/her what he/she needs to buy. Within the classroom, shopping cards are filed in boxes under headings.

1. clothing
2. grocery
3. things for the body
4. things for the house (cleaning supplies, towels, etc.)
5. things to have fun with (recreation/leisure items)

On Community Mobility mornings, students (with staff guidance as needed) choose items from the file box they wish to shop for and decide which store(s) they will shop in. The shopping cards under each heading include items which normally would be on any individual's shopping list. The students make their own list by choosing cards thereby practicing decision-making skills on what they like. But more important is to teach the student to make the decision of what they need. Plans are to have each student keep their own file box of shopping cards at home. When the student runs out of toothpaste, that card will be pulled from the file and placed in the "needed to buy" section. After the item(s) is purchased, the card will go back into the file. Under the clothing category, a separate card could be made for dress shoes, tennis shoes, boots, and sandals. If a student feels he/she needs a new pair of tennis shoes, that card would be pulled and placed in the "needed to buy" section. Grocery items can easily be identified by pulling a card as staples are needed at home (loaf of bread or butter) or when menu planning, after inventorying the kitchen supplies, by pulling those grocery item cards needed.

Both in school and out of school, it is essential that students become as independent as possible in preparing their own shopping lists.

Using Money Cards

If at all possible, it is desirable that students recognize coin/currency names, values, and sums of values. However, realistically, moderately and severely mentally disabled students may never be able to learn money skills to enable them to use these skills to make purchases. Therefore, students must be provided functional money skills developed through the skill of "matching".

This matching skill begins at the first level with the student matching coins/currency one to one using coin collector cards. Each coin is inserted into the card which holds it secure and has a transparent cover allowing for both tactile and visual cues. The dollar bill can be mounted and laminated on an index card. The student then matches the coin/bill to the correct card, fitting the coin into the slot and then matches the number on the card to the number on the calculator. No decimal points are used. Twenty-five cents (25¢) is entered as 25 and one dollar ($1.00) is entered as 100. These coin cards can also be placed on one card and laminated which is effectively used independently by students at their desk. At this point, the concept of deductions for tax purposes are included on the student's money cards. Purchasing mistakes were being made, for example, when a student had $1.25 for a $1.25 magazine but couldn't make the purchase because he/she didn't have money for tax. To cover the three percent sales tax in Iowa, that amount is subtracted from the money card prior to totalling the individual's money. To some, this may seem wrong--giving/teaching students incorrect information. However, if a student knows that a quarter is 25¢ or a dollar is $1.00, then that student can be taught the concept of tax and to use the money card. If a student does not know coin values, he/she will not be able to understand the concept of tax and, therefore, need not be taught.

Another form of money card depicts pictures of coins/currency. The coin pictures can be made with money stamps and currency pictures made by photocopying and reducing actual bills. These cards are laminated with the values, minus tax, written on it. Again, the only skill needed to use this card is a matching skill.

To determine how much money a student has to spend, his/her pockets or wallets/coin purse are emptied onto the desk to one side. One coin at a time is matched to the card and the figures matched onto the calculator. That coin is moved across to the other side; the second coin is matched and entered into the calculator by touching "+" and the correct numbers. All coins/currency are entered one at a time into the student's calculator by touching "=" when completed. This total is what the student has to spend during his free shopping time.[2] Tax has already been taken out; therefore, the student will have enough money for any purchase. The exception is if he/she has a pocket full of dimes and nickels. Because tax is not removed, the student will need assistance in totalling.

Making Free Shopping Choices

During structured teaching shopping time, students do not make purchases unless the student is shopping for groceries for Domestic Living. Time is planned for each student to make independent free shopping choices, spending his/her own money. Not all students at Willson-Beardshear are able to make decisions without staff guidance. In advance, students often bring from home money and a picture list from a parent or a special need for the day. The amount of money students normally have to spend is less than $5.00. On one occasion, a student brought over $25.00 with a request from Mom for her to buy a new pair of shoes.

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[2] Larry has in his pocket a dollar bill, three quarters, four nickels, one dime, and a penny. Therefore, Larry has 97 + 24 + 24 + 24 + 5 + 5 + 5 + 5 + 1 = $2.00. To use this total when in the community, Larry copies $2.00 on a small sheet of paper (200) and places it in his wallet. At the store, Larry retrieves the slip of paper, enters 200 into his calculator, subtracts the price of the item he wishes to buy, and makes the decision of whether he can or cannot make the purchase.

The student, during free shopping, can go to any store (within walking distance) and spend some or all of his/her money. After the student finds the item(s) wanted, the decision of whether or not he/she can afford the item is determined by entering the amount of money available (predetermined in the classroom, using money cards, and written on a slip of paper) and subtracting the cost of the item. For example, Larry enters 200 into his calculator, finds a record album for $3.87 and finds a result of 1.87-. The "-" tells him to put the item back and try again. He then finds a second album for $5.25. The readout shows 3.25- telling him he cannot buy. Finally, Larry chooses a magazine for $1.25, enters 200 for his slip of paper, subtracts 125, totals to 75 (without a "-" in the total). Now he can check out independently at the counter.

During free shopping, students often choose to play video games in the game room thereby enjoying Recreation/Leisure activities. Community Mobility skills during free shopping include learning functional appropriate use of leisure time. Severe/profound students earn free shopping time. Each student's specific behavioral needs are identified in an index card. If these behaviors are displayed appropriately during planned shopping time, the student can earn five stars at maximum. Five stars earn the privilege of purchase a food item(s) in the grocery store deli.

To maintain independence, each student carries his/her own calculator with the alarm set at quitting time. When Larry's alarm goes off at 1:50, he returns to the meeting place in the mall to return with his classmates to school.

Using Restaurants

Within the Community Mobility program, each student is scheduled to eat in a restaurant with specific objectives identified and using a variety of environments.

The severe/profound students need consistent exposure for extended lengths of time within the same restaurant. During the 1981-82 school year, these students used a fast food restaurant weekly. The menu items chosen (hamburger, fries, and drink) were pictured on an order card using a polaroid snapshot. The words "hamburger, french fries, chocolate shake" were printed next to the picture. This card was cut back to wallet size with the picture card and word card affixed back to back. The student, at the restaurant, removed the card from his wallet, placed it on the counter, and pointed to the words. The students were primarily nonverbal yet were encouraged to verbalize while pointing. Each student paid for his food by removing two dollar bills from his wallet, handing them to the clerk, and waiting for the change. Program goals included students carrying their own trays, locating vacant booths, using proper table manners, and cleaning up their own area after the meal.

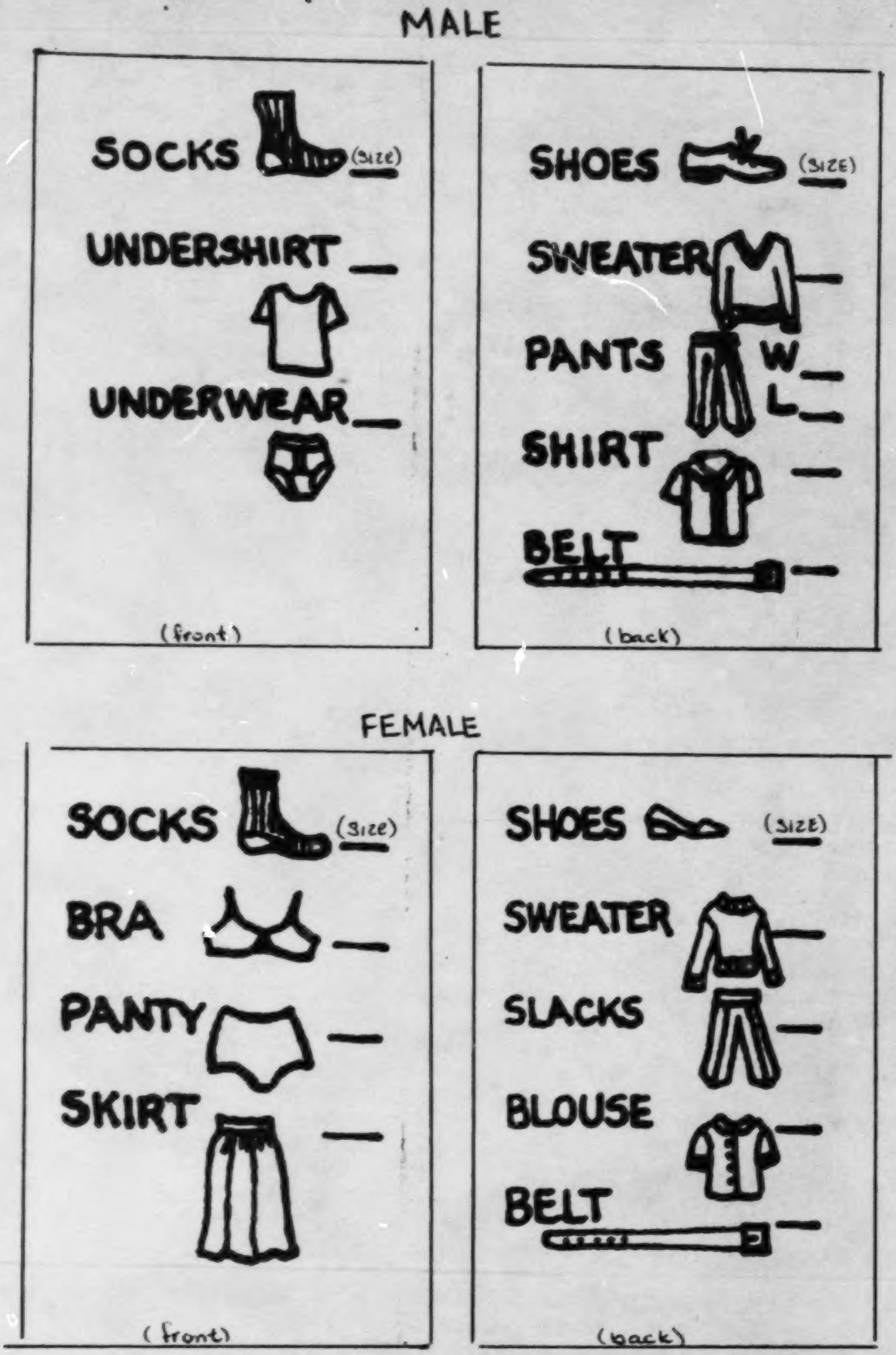
Moderately mentally disabled students are able to transfer skills within a variety of restaurant environments. Weekly sites were chosen for each student depending on the location of the stores they used for planned shopping. For example, if Larry and Mike were shopping in the mall, they would have a choice of one fast food and two sit down restaurants. The decision is left to each student and they often choose to eat with a friend. Classes as a whole are not encouraged to eat together. Large groups of students and staff make ordering and serving more difficult for the business and does not assist the student to be independent.

After a student makes the restaurant choice, menu items are selected with a criterion of not spending more than $2.00. Sample menus are located in the school and through practice, students often know what they want to order and can stay under $2.00. Staff assist the student by making suggestions from the menu using the calculator to determine if he/she has enough money to make the purchase.

Once the menu items are chosen, students practice ordering verbally. If needed, ordering cards can be made for individual students. For sit down restaurants, students identify what is needed by pointing to the item on the menu or gesturing. For example, Charlotte ordered a small coke but was given a large one. She refused the drink and gestured a shorter drink using her hands. Staff will not order for the student and community personnel through exposure have learned how to understand the students better. If Charlotte ordered verbally at a fast food restaurant "fish sandwich" and the clerk looked at the staff person for help; instead of the staff ordering for Charlotte, she would say "why don't you ask if Charlotte would like a cheeseburger." That's not what she wanted but it gave the clerk an idea of how to get the information correctly from the student.

Table manners and social graces as needed by individual students are continually being identified and attended to during all phases of Community Mobility, specifically during the community restaurant experience. Appropriate behaviors are so important for societal acceptance.

After students eat in a sit down restaurant, they are taught to leave a tip at the table. A quarter has been used as an adequate tip because never does the student (on Community Mobility) spend more than $2.00 and outside of school, the student will most often not spend much more than that.


MALE
SOCKS
(size)
UNDERSHIRT
UNDERWEAR
(front)
SHOES
(SIZE)
SWEATER
PANTS
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SHIRT
BELT
(back)
FEMALE
SOCKS
(size)
BRA
PANTY
SKIRT
(front)
SHOES
(SIZE)
SWEATER
SLACKS
BLOUSE
BELT
(back)

Figure 1

Planning and Preparing Meals

by Diane Larson, Educator
Moderately Mentally Disabled Students

Domestic Living is one of the four major life areas of the curriculum. Taking care of yourself, your home, and your family and doing so as independently as possible is the program goal for each student. Domestic Living activities are included in each student's weekly schedule and skills identified are dependent upon the student's level of functioning. Laundry, cooking, and cleaning skills are taught in the home economics area in school and within environments similar or identical to the student's home.

To be an independent or semi-independent adult, food preparation competency is required. No matter how handicapped, physically and/or mentally, each individual must be provided the opportunity to participate in the activities of cooking. A student may not be able to complete an entire cooking project independently but needs to participate in the entire activity.

The staff at Willson-Beardshear have found that a pictorial format of recipes for nutritious meals and snacks have all been successful for students, moderate and severe, to prepare meals independently or semi-independently. Task analyses are used which break down each menu into the steps required for preparation of individual recipes. These task analyses become the assessment instruments for program and student evaluation.

Domestic Living is scheduled once a week for each class. During the 1981-82 school year, the primary severe/profound students planned a menu of spaghetti, potato chips, cookies, and fruit. They used actual labels from the packages in shopping for the items at the grocery store. They each found two items and paid for them at the checkout lane. Within the home environment, one student was assigned the first three items of the menu. She/he located the pan, opened the can, emptied the spaghetti into the pan, stirred, and removed the pan from the stove. She/he required assistance only in temperature/control setting of the stove. The chips and cookies were opened and placed in a bowl. The other student needed physical prompts to complete the task of opening the can of fruit, pouring the contents in the bowl, and placing the bowl on the table. Each set his/her own place at the table using a picture coded placemat. Invididual data was kept on each student and was graphed.

The intermediate moderate mentally disabled class scheduled an entire day for Domstic Living at a staff person's home. The student assigned cooking planned the menu before leaving the school. Using laminated pictorial recipe cards with a picture of food on the outside, a choice was made of a main dish, a salad, and a dessert. Within manilla folders were picture recipe cards, the shopping list, and the task analysis sheet for the staff person. The student inventoried the refrigerator in the home economics room to determine what items on the shopping list did not need to be purchased and then what was needed to buy. A grease pencil was used to mark off items not needed; and with that list, she/he found the items in the grocery store and made the purchase.

At the Domestic Living home, the student followed the picture cards, crossing off each step as completed. Data was kept and recorded on the task analysis sheet, and the percent of independence was graphed.

The older severe/profound class used the same menu weekly and included three different menus throughout the 1981-82 school year. One student was assigned cooking responsibilities with instruction from one staff person using task analysis and the system of least prompts. Grocery shopping was completed on a previous Community Mobility day by the students at which time they used actual food labels cut in size, mounted on cards, and carried in their wallets. After matching the food item on the shelf, the price of the item was entered into the calculator. Each student purchased one item for the menu and paid for it. On Domestic Living, one student prepared the food, with a staff member providing verbal and physical prompts as needed to teach the student independent preparation skills. Lunch was served family style and each student cleaned his/her own dishes. Independent performance was graphed.

The older intermediate moderate mentally disabled class used picture recipe cards. Menu choices included macaroni and cheese with hotdogs; tater tot casserole, orange juice, and eggs in a basket, tomato soup and a cheese sandwich; or a sack lunch. Salad choices included cottage cheese and fruit or lettuce with dressing. The fruit was the choice of the cook. The student assigned to cook chose the menu from the recipe card files and inventoried the kitchen for items on her/his shopping list. As with the younger class, items not needed were crossed off the list. On the shopping list, individual estimates of the prices of the food items are written. The student adds the cost of the groceries on the calculator and was taught to "add one more". If the amount was $4.82, he/she was taught to go from 4 to 5, the next dollar amount; therefore, the student used $5.00 to purchase the groceries which was adequate to cover the cost. The student walked to ghe grocery store, purchased the items, returned to the home, and put the groceries in the correct cupboard, refrigerator, or freezer. Students are always supervised initially when walking to the store and purchasing items, but to achieve independence, supervision is gradually withdrawn. In the kitchen, the student followed the picture recipe cards and prepared the meal while the staff person supervised and recorded data. When independence is met (the goals are achieved), the student is assigned other Domestic Living responsibilities.

Individual cooking, task analysed, is programmed throughout the school schedule often on a daily and at least weekly basis for all primary and intermediate aged students. Data is kept on each cooking project in order for the student's performance to be evaluated before, during, and after instruction.

The picture recipe cards were designed with actual picture of the prepared food on the first page with the following pages depicting the items needed, the utensils needed for cooking, and then step-by-step directions for preparation. All cards were laminated so that the student or staff could write on them. (For additional information on recipes, task analyses, etc., please contact Willson-Beardshear School.)

Recreation/Leisure In and Out of School

by Amy Leisinger, Physical Therapist

As with other facets of Project A.M.E.S., it is felt that teaching within the natural environment where the skill will actually be put into use is the most effective. Leisure periods are available throughout the day, generally in small segments during school and perhaps in greater time periods out of school. Therefore, initial teaching of skills needed for Recreation/Leisure requires specific time blocks set aside for it. Art, music, and physical education periods will assist in making the most of the time allotted. Once the initial skills and preparations are completed or underway (the amount necessary will vary with the task to be undertaken), it is very important for maximum functional use to incorporate the activity into the student's daily schedule.

Teaching Recreation/Leisure Skills

Initially, with the implementation of Project A.M.E.S., teaching had to take place in order for the students to know what to do and, in fact, what recreation and leisure even meant. The teachers talked to them about this, acted out with them what to do during this time, functioned as role models with repeated verbal reinforcement of the concept, and initiated verbal and/or physical prompting as was necessary. Through the months and years, teacher support has gradually been weaned away with various levels of independence now in existence. The younger and/or low functioning students may need direct supervision with verbal prompting to find an activity and stay on task; the intermediate group requires teacher presence in the room with occasional verbal support; and the older, higher functioning students require no supervision with total independence demonstrated in choosing and attending to appropriate tasks.

Observations are made regularly on a daily basis or less, as needed, for appearance of desired skills as indicated on a checklist which will show gains made and problem areas requiring special attention. As an example, the intermediate teacher's checklist includes items such as (1) chooses an age-appropriate activity, (2) performs the activity appropriately, (3) exercises once per day, and (4) interacts with peers. Currently, the teacher or aide is making these observations but plans are to have each student record these or similar behaviors as a step toward increased independence and self-awareness.

Instructional periods of art, music, and physical education are utilized to teach skills which can be used during Recreation/Leisure time throughout the day both in and out of school. The art room, music room, and gym are natural environments for the teaching of these skills as there are similar facilities within the community. This will assist the students in recognizing appropriate facilities by shared characteristics. For example, a gym is recognized by colored lines on the floor, basketball hoops, bank boards, volleyball standards, and balls; art rooms, by paint trays, clay, craft projects, and projects in the making; and music rooms, sound equipment, instruments, music stands, sheet music, etc. They are also taught to recognize functional signs and to ask questions of those present to help them in their identification process.

All activities taught are age appropriate, such as teen dancing, music appreciation, crafts, such as latchhook, artistic renditions using "adult" mediums, sports activities, and exercise routines, rather than singing "The Itsy-Bitsy Spider", coloring in coloring books, or playing "Red Rover". Other factors are also important to keep in mind when planning what to teach. Are they going to be able to do these independently or in peer groupings without adult input, or if not possible, with minimum supervision keeping in mind the severity of their mental and phsyical handicap? Are the environments and materials which are required by the skill available to them? Do they enjoy the activity so that when left on their own they will seek it out and use it as intended? Beware of activities which show great potential to reinforce inappropriate repetitive or stereotypic behaviors!

When teaching in these classes, several techniques for optimal learning are employed. The first step is to identify the environment, the equipment, and how they are used. Safety rules are pointed out and continually reinforced. Rules and/or materials are modified to allow for partial participation to maximum potential. Allowances are made for assistive positioning and devices and for limited mobility. At times, a student may show potential in these areas beyond that of his/her classmates. In these cases, the student may be re-grouped with another class or group to realize this potential.

Once these skills are taught, the teachers of the activity areas go over the skill with the classroom teacher, including special rules, modifications, and any foreseeable problems which might arise. Also the classroom teacher will often suggest activities or ask for help with ideas for leisure time or for a student for whom it is difficult to program a leisure activity. Other learning which takes place in these classes is also useful in other areas, such as cooperation, group interaction, how to take losing and winning well, and the importance of exercise.

Many leisure activities and skills must be taught within the classroom environment. For example, playing games, such as pool, foosball, pinball, and the use of audiovisual and exercise equipment, were taught as classroom exercises. Card games are taught originally as a lesson, in systematic fashion; and although the original intention was to play independently, the teacher of the intermediate moderate mentally disabled classroom found that adult supervision was required to make sure they played the game correctly, even though they did understand the rules, unless a strong-willed peer leader was playing. The senior members of the moderate mentally disabled class seem to have internalized the necessity of rules and are able to play well independently. These "closed ended" activities are monitored regularly and re-taught as necessary.

The ability to engage in conversation is a very important leisure activity. Conversing is also the recreation/leisure activity which seems to require the most ongoing teaching. Originally, as a classroom exercise, the class would break up into groups with two students and an adult in each.

There would be role playing and modeling on the part of the teacher with suggestions of conversation given and verbal cuing. This was eventually transferred to break times during Domestic Living and Community Mobility and is, of course, reinforced at every opportunity throughout the day.

The intermediate moderate mentally disabled class is at the stage currently where conversation is mostly "parrotted" phrases. The senior moderate mentally disabled class is actually conversing about meaningful subjects. In the senior class, this is facilitated by a group time similar to a "rap session" where questions are asked of each other about their day and how they feel in order to facilitate self-awareness. During these times, the more outgoing students will prompt some of the more reserved to ask questions. Here the teacher functions as a facilitator rather than as a model or verbal prompter. These sessions take place during Domestic Living break time, since through experience it has been found that students participate more willingly in a relaxed environment than when sitting at desks in the classroom. The severe and profound senior class is mostly nonverbal. Those that have some manual signs have been taught sentences which have meaning to them and are also facilitators of information exchange or conversation.

The ability to interact with others, a part of conversation, is also involved in many other aspects of Recreation/Leisure. It is difficult to find activities that interest more than one person for group interaction and even harder to facilitate on a purely social level. Often, when activities are found that interest more than one student, they do not last long without adult supervision due to limited interest and the attention span required by "waiting your turn". Initially, group interaction must be facilitated by teacher presence within a group for modeling, role playing, and verbal cuing with gradual withdrawal as interaction with the group improves. Videotape has been used with the students when they were and were not interacting appropriately with reinforcement of good behaviors and discussion of bad. The senior moderate mentally disabled now often gather together independently whether listening to the radio, watching someone riding the exercise bike while talking and waiting their turn, or if involved in a group activity.

Special events in each of the three areas of leisure discussed above (art, music, and p.e.) give the students a broadened appreciation of those areas and of the world as well as a chance to learn and practice other skills. Before going on a special event, outing to an art gallery, tour, concert, sporting event, etc., slides and films are shown, discussions are held about what will be seen, and how everyone is expected to behave; and, if appropriate, certain aspects of the trip such as buying a ticket, receiving a program, etc. are acted out and practiced. With this type of preparation, results have been very good including appropriate questions having been asked of the tour guide by the moderate level students. For some of the younger, lower functioning students, appropriate behaviors of sitting or standing still and attending are the areas which are most emphasized on these special outings since this is a common characteristic of the outings and each individual event is not repeated often enough for other specific skill learning to take place. Those attending behaviors specific to these special events are practiced during films and slide shows as well as throughout the day. Consistency in all settings is the best teacher in letting a child know what is expected of him or her. When they misbehave, they are removed from the "fun" and when they are behaving well, they are positively reinforced. Other behavioral controls may also be administered; for example, one of the senior severe and profound classroom students is on a token system with a behavior card which is taken with him on these outings. Other teaching on these outings takes place as well. The teacher points out things of interest asking the students to pick a favorite display or part of a performance and by reviewing what was seen and experienced in conversation groups after the event.

Another special event in which the students take part are teen dances held on a regular basis. Dancing is taught in music and p.e.; invitations and decorations are made in art; and social amenities are practiced in the classroom, including filling out an invitation to a date, how to gracefully accept or decline an invitation, how to dress, how to ask for a dance, and how to be a host or hostess (assigned), the correct way to eat party foods as well as how much to take. Before the Christmas dance, corsages were bought by the students while on Community Mobility. Occasionally, a volunteer group, such as a sorority or fraternity, after considerable instruction on the expectations we at Willson-Beardshear have of our students, will host a party and dance.

Use of Recreation/Leisure Skills in School

Within the normal school day, Recreation/Leisure skills taught to the students are incorporated and expanded upon in incidental and planned leisure periods. The first instance of leisure time throughout a day at Willson-Beardshear takes place when the students arrive by bus from various areas. While waiting for their classmates to arrive and school to begin, there is a period of "unstructured" time. During this time the students go to their rooms and pick out an activity either independently or with verbal prompting depending upon their level of achievement. Different activities are set up in various rooms to encourage peer interaction between classes. Activities may consist of exercise equipment, such as stationary bikes or mini tramps; pool; pinball; foosball; outdoor activities, such as frisbee; table games; crafts; listening to music or radio, tape player, or record player; and reading, looking at newspapers, and magazines.

During vocational activities at school, many of the students are given coffee breaks to prepare them for on-site jobs. They are taught to set their calculator timers for the allotted time, go to the restroom if needed, and then to engage in leisure activities, including having a drink of coffee or juice, until their buzzers go off. When the student is about to begin to go to an on-the-job location, role playing takes place within the classroom to fit all specifications of the job, including coffee breaks as ascertained by the teacher ahead of time. The teacher then accompanies the student for a one-week on-the-job training session. Depending upon the level of the student, several cues may be used to determine when the coffee break takes place including the calculator/timer set by the student, reading a clock, or by cues, nonverbal or verbal, of his/her co-workers. Again, they are taught to use the restoroom first if needed and then to occupy their time appropriately. This will, to a great extent, depend upon the physical setting of the break room. Activities may include eating a snack, having something to drink, listening to music, looking at reading material, and/or engaging in conversation. During this training, the teacher will assist the student through verbal cuing, modeling, etc. Some of the lower functioning students who are nonverbal will later self-initiate magazine "reading" once taught in the setting. Looking at the newspaper and conversing about it with others is practiced with supervision and carried over for independent use at the work site. To assist with conversation on the job, co-workers are told a little background about their trainee such as where they live, sisters and brothers, etc. so that they have a starting point in their conversations with the student. Quite often a co-worker will contact a teacher later if there has been something in the conversations which they haven't been able to figure out. This seems to indicate a great deal of interest and the development of healthy work relationships.

Breaks also occur during Domestic Living and Community Mobility times. Activities tend to be quite specific for each site with some students insisting on pairing one leisure activity to only one site. For instance, one girl will do latchhook only when on Domestic Living, and the "rap" sessions mentioned earlier are successful only while on Domestic Living because of improved participation. On Community Mobility, because of the setting, limited options are available to the students. Activities which are encouraged here are free shopping (during which time Recreation/Leisure items are often the purchase of choice), window shopping, and having lunch and/or a snack at a restaurant.

Lunch or parts of the lunch period can also be considered a Recreation/ Leisure activity. Where, how, and what is for lunch can often change enormously the way in which lunch is used for instructional purposes. The senior severe and profound class, when in the school building, eat at a table family style to help develop their skills in a home situation. They are prompted through asking for food items both of each other and of the teachers. Eye contact is encouraged as is limited conversation. The teachers eat with the students to serve as models and to supervise. The intermediate and senior mentally disabled classes eat together in a lunchroom cafeteria style to prepare them for eating at a vocational setting. The teachers initially sat with them to serve as models but they have recently withdrawn as their skills have increased in order to encourage peer interaction. They are close at hand, however, to intervene should supervision be needed. The primary class is at this time working on more fundamental skills of eating and appropriate meal time behavior. Occasionally, sack lunches are fixed during Domestic Living either for vocational lunch time practice or to be taken on a picnic for a special event outing. As mentioned above, the students regularly eat out at a restaurent while on Community Mobility. Following the meal, the students wait for the entire class to finish, ask to be excused, or excuse themselves, depending on their level of functioning, complete grooming, and have the remainder of their time until their calculator/timers go off or some other indication of the end of the lunch hour for Recreation and Leisure. The activities at this time are very similar to those undertaken during the morning Leisure period if in school or tend more toward conversation and other more sedentary activities when at a job site, Domestic Living, or at a restaurant.

At the close of the school day, there is often a period of Leisure when other classroom tasks are completed. During this time, a snack is sometimes given and conversation is initiated discussing the activities of the day. The senior moderate mentally disabled class has several overweight students so their snack is limited to coffee or tea only. Peer and teacher evaluation of the day is included at this time with peer correction (with teacher guidance and reinforcement) of inappropriate things that happended during the day.

Recreation and Leisure at Home

Much of the Recreation/ Leisure time that takes place in the student's life takes place within the home environment. It is very important to make the parents aware of their son's or daughter's need to be involved in Recreation and Leisure activities. Thorough, regular communication between the home and school is needed to reinforce this concept and to assist the parent to grow in this relationship with their child.

Initially, upon entering the Willson-Beardshear program, a Parent/ Guardian Inventory is sent to the home. Questions regarding Recreation/ Leisure are included in this such as what Recreation/Leisure activities do they participate in in the home and in the community and what activities would they like their son/daughter to enjoy. On the last question, the individual filling out the form should be encouraged to relate their answers to activities the rest of the family unit enjoys so that skills taught can be functional within the environment and allow for participation to their maximum potential within the family unit. Examples of these activities could be given such as camping, fishing, biking, gardening, swimming, cross country skiing, etc.

For ongoing communication regarding Recreation/Leisure activities learned and participated in throughout the year, many devices are used including daily take home sheets, the school newspaper, notes, and phone calls. Parent-teacher conferences and group conferences are held regularly throughout the year to reinforce the communication, progress, and the family's need to be involved. Often as parents become more aware of the interrelationship between home and school, they will ask the teacher for appropriate recreation/leisure ideas for birthdays, Christmas, etc. The use of homework cards is sometimes initiated in an attempt to insure carry-over of skills and activities taught in school for use at home.

A positive experience with the group homes with which we work have been results of quarterly house staffings which the teachers attend. The total programming of the resident is discussed including the area of Recreation/Leisure. Appropriate Recreation/Leisure needs and activities are discussed including programming that can be done in the home that will enhance that done at school and vice versa. For instance, two girls who were not choosing appropriate leisure activities in school now have programs dealing with that in the home. A weight control program, a result of these staffings, has been initiated not only with residents of group homes but with other students benefiting from it as well. In school during the Recreation/Leisure period, overweight students weigh in and attend a behavior modification class. An exercise program for weight control is simultaneously carried out in the home including an exercise regime and jogging. One student living in the parental home, jogs/walks while siblings ride their bikes alongside for company and safety.

Other activities used by the group home include riding bikes with staff, tennis, raquetball, rollerskating, bowling, and shooting baskets. Recently, picking up on crochet and latchhook taught at school, cross stitch classes are being given in the home. It is not felt by either the group home or the school personnel that extended periods of television watching is suitable leisure time for our students. The group home has initiated a program to limit this by requiring television time to be earned with tokens.

Problems Unique to the Mentally Disabled Population in the Teaching and Employment of Recreation/Leisure Skills

One of the basic precepts of Project A.M.E.S. is that the mentally disabled population should be taught only age appropriate skills. This is, of course, true in the teaching of Recreation and Leisure. Initially, the concept is discussed with the students talking about their ages, referring to them as teenagers, big people, like their brothers and sisters, and not babies. Then examples are given using these verbal cues with much discussion and reinforcement. Choices within the classroom are only age appropriate so that the students learn to like those things. At times inappropriate examples will come from home or will be chosen during free shopping on community mobility and the concept can be reinforced. One teacher uses slide presentations with students engaged in appropriate and inappropriate activities with discussion and questions of each instance. These verbal cues are then used in real life situations as they occur with effective results.

Often the students will ask a teacher when they don't know if an item is age appropriate or not. They become very aware of what is for "teenagers" and what is for "babies". Even the senior severe and profound students are aware of what is and is not appropriate if they are familiar with the object or activity. Some students have demonstrated great awareness of what is and is not age appropriate by hiding from the teacher things which were not.

The students are able to learn many things about how to behave, what is expected of them, etc. They learn the right responses to questions and have the correct reactions to appropriate and inappropriate examples, and will act accordingly, but often only in the presence of their teacher. Away from that influence, they will often not carry through. This demonstrates how important it is to have everyone who touches their lives be consistent in their reaction to and expectations of the students.

Within the mentally disabled population, there may often occur instances of inappropriate use of equipment and materials. This may happen in several different ways. A student often will show an extreme preference for one item or activity, employ it to the exclusion of all others. For some, simple encouragement to try other things may expand their interests. Getting them involved with others, possible through the use of peer initiated interaction may help this. To break one student of his obsession with an item, it was removed from the room during his absence and another was put in its place. He eventually learned to use this as well as others and when the original was re-introduced, it was simply one of a number of interests. Another student was required to use alternate equipment for a short period to "earn" the use of his favorite. Eventually, he chose the alternate independently for short periods for which he was heavily reinforced with praise.

At times, students may use the equipment incorrectly or abuse it. This may be a simple matter of a need for re-teaching. If the student knows the correct way to use the equipment, behavioral correction procedures may be necessary. Sometimes additional cues may assist the students in controlling their behaviors. For example, one student would start and stop a tape recorder repeatedly. A timer was introduced to be used with the tape recorder so that once the recorder was on, he could not turn it off until the bell sounded. Another student would take one piece of a game and play with it inappropriately. He was taught that once he touched one piece, he had to play with the whole game.

The mentally disabled population is often not aware of when Leisure time occurs. Initally, the teachers talked about what is Leisure time and intereacted with them using repeated verbal reinforcement of the concept, modeling, and suggestions, with gradual withdrawal as progress warranted. Now as long as the Leisure time is part of the routine, there are few problems, and the students will busy themselves independently or with minimal verbal cues. Some of the lower functioning students may still need repeated verbal cues to stay on task. When unscheduled Leisure time occurs, more help is needed in busying themselves appropriately. However, the older higher functioning students are able to recognize this as Leisure time and will occupy themselves accordingly.

Time does not seem to be well internalized in the mentally disabled students. Therefore, outside cues are needed to help them tell when to start and stop an activity. For this reason, many of our stduents use calculators with an alarm clock built into them. This works well except at times during Recreation and Leisure. Some of the younger moderate students when involved in a Recreation/Leisure activity will reset their calculator when the buzzer goes off at the end of the period but will continue to work at what they were doing rather than go on to the next class. This necessitated verbal reminders as to what the buzzer meant and a verbal expression indicating he/she was to comply to that meaning. These verbal cues will gradually be withdrawn. In the senior moderate class, this is no longer a problem.

Caution must be exercised in the use of correction procedures involving Recreation/Leisure as in other areas. When using peer influence and pressure to correct/point out inappropriate behaviors, it is important to clearly delineate where and with whom the students are allowed to correct others. Otherwise this may carry over into undesirable situations such as when one student caught her boss nibbling from a buffet tray of hors d'oeuvres and in front of the other employees pointed out that she was not supposed to do that. It was realized that such reactions to others need to be more clearly defined in the future and possibly down played somewhat. Even peer influence can prevent the growth of independence if students begin to rely on it.

Another possible problem area is in the use of Recreation/Leisure for reinforcers. For instance, one student earned a token on the bus if he displayed no undesirable behaviors. With the token he could buy the Leisure activity of his choice during the Leisure period which takes place immediately after his arrival at school. If he did not earn the token, he was put to work doing specified tasks rather than be allowed Leisure time. In this case, it was required infrequently and was very effective in improving behaviors on the bus.

Conclusion

Recreation and Leisure skills are very important for mentally disabled students since they often will have large amounts of leisure time. This time left unfilled could result in inappropriate behavior. By incorporating Recreation/Leisure into the school curriculum, we help them to fill this time with activities which will benefit them in all instances of leisure time by incorporating it into the natural flow of their day within natural environments. Each student can be taught to participate in Recreation and Leisure activities to their maximum potential for a full and productive life.

Personal Awareness/Sex Education

by Marilyn Goll, School Nurse

The major goal of the Personal Awareness program at Willson-Beardshear School is for each student to function independently and appropriately within life situations in the home, in the community, and at work. The curriculum written to meet this goal has been developed through processes of analyzing and comparing student needs, teacher attitudes, and parental concerns.

Because teaching staff are responsible for each student's instruction, it is important to identify the teacher's level of functioning and understanding. Questions to attend to include:

1. What are the teacher's attitudes about social behaviors?
2. Does (s)he feel "age appropriate" is important?
3. How does (s)he feel about teaching sexual behaviors?
4. Have problems occurred in his/her class and how were they dealt with?
5. How will (s)he decide if his/her teaching is effective?
6. When (s)he is not in the environment, how will data be recorded?

It is impossible to divorce individual feelings and attitudes from teacher performance. Therefore, curriculum content and instructional strategies should be agreed upon by parents and school staff together, both at home and school, carryover objectives stressed with both home and school personnel agreeing on the same expectations for each student.

Because parent cooperation is essential, each families' attitudes, religious beliefs, and concerns should be identified and understood.

1. What are the parents' feelings, or do they have any?
2. What behaviors would they like to see their son/daughter improve/delete?
3. How do they want school staff to communicate with them (phone calls, notes/letters, conferences)?
4. Is there a difference between home and school expectations?

To begin a Personal Awareness program for the mentally disabled, it is important to inservice school personnel and parents in order for them to evaluate their own values and to receive feedback from them prior to initiating the curriculum. Helpful resources have been A Teacher's Guide to Sex Education for Persons with Learning Disabilities and the film, ABC's Sex Education for the Trainable.

Specific teaching processes are individualized for each student's IEP and for each level (primary, intermediate, and senior). Structured/planned teaching occurs in the classroom, spontaneously in all environments as social situations occur which need intervention and in structured, planned situations in the community. Each level receives classroom structured instruction at the minimum of thirty minutes weekly. Community planned activities include approaches from strangers, co-worker arguments, department store shoplifting, and ordering food at a restaurant without adequate money.

After each Personal Awareness class, a parent take-home sheet is sent home with each student informing the parent of the topic and terms discussed. If necessary, school staff immediately call home if behaviors and/or intervention methods require immediate attention.

Through program implementation, several teaching methods have been identified as successful for instruction for the moderately and severely/profoundly mentally disabled on all developmental levels. Curriculum content is based on slides from Stanfield House and slides taken of the students and school personnel for specific instructional purposes. Commercially made slide-based programs offer unit plans, teaching objectives, and specific instructional strategies. Following these programs step by step is not recommended. Specific slides and modified instructional content need to be identified for individual classes and students.

Hygiene and grooming skills are taught on all levels. On the Intermediate I level, emphasis is placed on hair, hands, and teeth care and the proper use of cologne/perfume. Daily check-in charts are posted in the classroom to identify student skill areas. These charts (Figure 1) graphically present proper grooming habits and are discussed with students daily. Another chart (Figure 2) depicting a tidy versus messy individual is taped to the classroom mirror. The first responsibility in the morning for each student is to rate him/herself on the chart. A third method of daily grooming uses a "point system" whereby students earn points for dressing like a teenager. In addition, each student has specific needs or weaknesses. Extra points are earned when that grooming objective is met. When the point system chart is filled, the student has a reinforcement choice, such as a diet pop or to tape a favorite song from a record. Every student weighs in weekly unless they are overweight in which case they weigh in daily. Results are sent home to communicate progress or lack of progress to parents.

Daily grooming skills within school are practiced before lunch (check appearance, use toilet, wash hands, and apply cologne/perfume as necessary) and after (dental care, wash hands, and wash face).

On the Intermediate II level, specific methods of teaching hygiene/grooming skills have been used. A Home Grooming Inventory is given to each student to daily record their behavior at home such as hair care, bathing, teethbrushing, clothing care, nail care, and using the mirror. After two weeks of data gathering, the chart is returned to school, analyzed, and discussed with the student. Specific instructional activities are designed to meet the needs identified from the Inventory. The Super Teen Chart posted on the class bulletin board has pictures of teenagers with appropriate dress. A student can receive five points for each of the six areas assessed: (1) clean hair, (2) clean teeth, (3) clean face, (4) clean clothes, (5) teenage dress, and (6) "the unique need". The unique need is something special for each student and changes as the objective is met. For Mike the need might be to wear his belt loose without his pants pulled up too tight or Peggy might be working towards getting a new haircut. Thirty points need to be earned to be "super teen" and the only reinforcement the students have needed is the social praise associated with having a "super teen" appearance. Student rating can be scheduled as frequently as needed but is best done when a student is displaying poor grooming skills--when attention needs to be focused on him/her. Daily grooming checks occur before and after lunch as done on the Intermediate I level, and specifically before getting on the bus at the end of the school day. All hygiene/grooming skills are checked periodically such as on an overnight outing or slumber party and often parents request specific assistance in teaching hair care, bathing, or menstrual care. Specific needs are programmed into students' schedules and can be taught on Domestic Living days in staff persons' homes or daily within the school apartment.

On the Senior level, the student's appearance is checked each morning before leaving for work. Each student checks him/herself in the mirror and grooms as needed. Staff assist by checking personal odors or cleanliness and make recommendations before entering the job sites. (Grooming levels are specifically evaluated and changes made in appearance before leaving the building for Community Mobility activities.)

Daily grooming habits are practiced before and after lunch. Peer evaluations occur daily at the end of the day. These "rap" sessions discuss each student's work performance, observed behaviors, and hygiene/grooming skills. Behaviors observed are role played and evaluated by both students and staff. For example, if a student behaved incorrectly on the job, that behavior is modeled and peers offer the student in error suggestions for improving. If a student wears a white shirt/blouse daily, peers help that student decide if it needs cleaning or could be worn the next day. Hygiene skill levels are re-evaluated continuously. If the need arises to remediate a skill, specific projects are designed for Domestic Living. For example, two students needed specific instruction in hair care. Their programs were modified to include that activity during Domestic Living.

Specific social/behavioral skills are taught on all levels for all students. Skills taught are continuously being evaluated in community and school environments. Parent communication regarding specific social/behavior problems is a priority. On all levels, specific appropriate and inappropriate behaviors are addressed. Prior to participating in activities, behavioral expectations are defined and discussed in order for each student to know what will be and will not be accepted. Community Mobility shopping behaviors expected include asking for help correctly, using eye contact, a pleasant voice, and good manners; carrying a purse/bag unobtrusively; carrying a wallet; and browsing/walking through stores without annoying others. In restaurants when students order lunch, they are expected to make eye contact, speak loud enough in a pleasant voice, and display good manners. Nonfrequent social contacts, such as attending funerals, is also discussed. Students, prior to attending a funeral, are taught to speak quietly, sit still, be polite, and to listen. Several behavioral expectations are identified within the vocational setting because the majority of time on the Senior level is spent working. Break skills include making appropriate food/drink choices, using vending machines in turn, being polite, watching the time, using good table manners, conversing with co-workers, and using the restroom correctly without taking more time than allowed. Emphasis is placed on making conversation with co-workers. Students must make and keep eye contact, respond to questions, and converse only if the student can remain on task.

Specific inappropriate behaviors that are identified as interfering with the student being a socially acceptable individual are included in the student's IEP. These behaviors are identified in cooperation with the parent and school staff. Specific intervention strategies are planned and implemented both at home and in the school. Open and continual communication between home and school is essential in order for behaviors to be remediated.

Behavioral data are gathered daily, using many forms, within all levels. For example, the senior severe/profound students carry behavior cards with their specific IEP objectives. When appropriate behavior is seen, the student receives a check on his/her card. Five checks earn him/her a reinforcement and no checks are earned for inappropriate behavior.

Prior to teaching specific curriculum content, the "Edwards Assessment of Social Sexual Skills" is administered to all students--slides from "Being Me" corresponding to assessment questions were used as were display items such as Modess pads, tampax, kleenex, and napkins. This assessment is administered at the beginning and at the end of the Intermediate and Senior levels.

The general outline of the curriculum is covered within every class level. Emphasis is placed on the basics for the primary moderate and severe/profound levels and on behavior hygiene/grooming care on the intermediate and senior moderate levels.

Of the two students in the primary severe/profound class, one student received instruction with the senior severe/profound class. The other student received one-on-one self-care and social/behavioral instruction.

The senior severe/profound teacher provided regular sessions, three times a week, on the concepts of inappropriate/appropriate behaviors and behaviors associated with both public and private places. Slides of the students displaying the behaviors were used for instruction. Such slides included Jeff picking his nose in McDonald's, Tracy's mouth covered with milkshake, Mike sitting nicely, and John shaking a staff person's hand.

On the Intermediate I level, emphasis was on gender and body part identification. Pictures of boys and girls their age and life size shadow drawing of each student were successful teaching tools. Puberty was briefly discussed (more important for the older students) and reproduction was discussed with the helpful assistance of a pregnant staff person. Social behaviors, specifically meeting and interacting with strangers and appropriate displays of affection, are emphasized. Masturbation in public and private places was also included.

Course content on the Intermediate II level is the same as that for the Senior level, but more time is spent on body part identification, puberty, hygiene skills, public and private places, and appropriate/inappropriate behaviors.

Course content on the Senior level includes:

1. Male gender identification
2. Female gender identification
3. Male body parts
4. Female body parts
5. Male hygiene needs and skills
6. Female hygiene needs and skills
7. Toileting skills
8. Public and private places
9. Male puberty
10. Shaving
11. Grooming
12. Female puberty
13. Sexual feelings
14. Masturbation
15. Menstration and care
16. Reproduction
17. Intercourse
18. Veneral disease and sexual health
19. Marriage
20. Parenting
21. Social behaviors
22. Meeting strangers
23. Dating
24. Health practices
25. Nutrition
26. First aid/illness care
27. Dental care
28. Medical and dental health care facilities
29. Safety measures
30. Death and dying

The following instructional strategies and teaching tools are successful additions to the Personal Awareness program and are provided for use, as age appropriate, on all disability levels.

A. Body Part Identification

1. Play "Simon Says"--point to body parts
2. Draw a body outline with those parts discussed
3. Make individual student silhouettes
4. Create a life size dummy from old clothing stuffed with newspaper
5. Collect male and female pictures from magazines
6. Use family pictures to identify genders and relationships
7. Look in mirror and identify body parts
8. Talk about body parts when teaching hygiene
9. Identify body parts as used in physical education activities
10. Construct a body likeness in clay
11. Purchase coloring books with male and female bodies
12. Purchase male and female dolls
13. Make a puzzle from male and female bodies and/or body parts

14. Draw pictures of male and female and name the parts
15. Identify what body part is missing using dolls with removable parts
16. Use items of clothing and identify what part(s) of the body it covers
17. Design a personal body experience book including a lock of hair, personal photo or self-portrait, coloring information, height, weight, date of birth, etc.

B. Female Hygiene

1. Use electric shaver
2. Demonstrate use of hair dryer and have student use
3. Keep menses calendar
4. Use cologne and perfume
5. Use different kinds of makeup
6. Use dental model for teethbrushing and flossing
7. Assemble a pelvic exam box to prepare the student for an exam
8. Visit a clinic to see the exam table
9. Have students help each other wash their hair in a sink, set it, and dry
10. Have each student demonstrate basic hygiene skills while on Domestic Living

C. Male Hygiene

1. Use electric razor
2. Practice toothbrushing and flossing
3. Practice applying deodorant and aftershave/cologne
4. Practice grooming nails
5. Have each student practice basic hygiene skills on Domestic Living to determine level of independence

The following tools are used to evaluate the effectiveness of the Personal Awareness curriculum.

1. "Edwards Assessment of Social Sexual Skills", revised (pre- and post-tests)
2. Informal observational data from daily experiences
3. Project A.M.E.S. Work Evaluation and Supervisor's Evaluation forms
4. Vocational data sheet--specifically on attending to task
5. Super Teen Chart and Hygiene Checklist
6. Weight Charts
7. Camelot Behavioral Checklist
8. TARC
9. Community Mobility data sheet
10. Time-out log
11. "Evaluation of Functional Communication Competency" exam
12. "Telephone Skill" evaluation
13. PACG
14. Domestic Living task analyses

Bibliography

1. Sexuality and the Mentally Handicapped: Slides for Teaching Mentally Handicapped Seven part presentation--several hundred slides.

   Stanfield House
   12381 Wilshire Blvd., Suite 203
   Los Angeles, CA 90025
   Cost about $300.00

2. Social/Sexual Training for the Handicapped: Slides for Teaching the Handicapped--50 slides, curriculum manual, Edwards Assessment of Social-Sexual Skills, and pictures.

   Ednick Communications
   PO Box 3612
   Portland OR 97208
   Cost about $108.00

3. Book--A Teacher's Guide to Sex Education for Persons with Learning Disabilities by Winifred Kempton.

   Duxbury Press, 1975b
   North Scituate, MA 02060
   Cost about $8.00

4. Selected slides taken of students in various domain experiences.

5. Conception, Birth, and Contraception, a visual presentation, by Robert DeMarest and John Sciarra.

   McGraw-Hill Company, 1976
   Avenue of the Americas
   New York, NY 10020
   Cost about $12.00

6. How Was I Born? by Lennart Nilsson.

   Delacorte Press Company, 1975
   One Dag Hamnarskjold Plaza
   245 East 47th Street
   New York, NY 10017
   Cost about $7.95

7. Social Learning Curriculum, Phase 1-10, Phase 11-16

   Charles F. Merrill Company, 1974
   Columbus OH 43216
   A good resource for younger age--coloring pictures and good stimulus pictures for discussion.

Name	Monday	Tuesday	Wednesday	Thursday	Friday
Hair 1. Clean 2. Combed neatly					
Hands 1. Fingernails clean and neat 2. Remainder of hands clean					
Teeth 1. Pleasant Breath 2. Face clean (no toothpaste)					
Perfume/Cologne 1. Applied in correct strength 2. Rubbed in skin well					

Figure 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Amy					
Larry					
Jennalee					
Jolene					

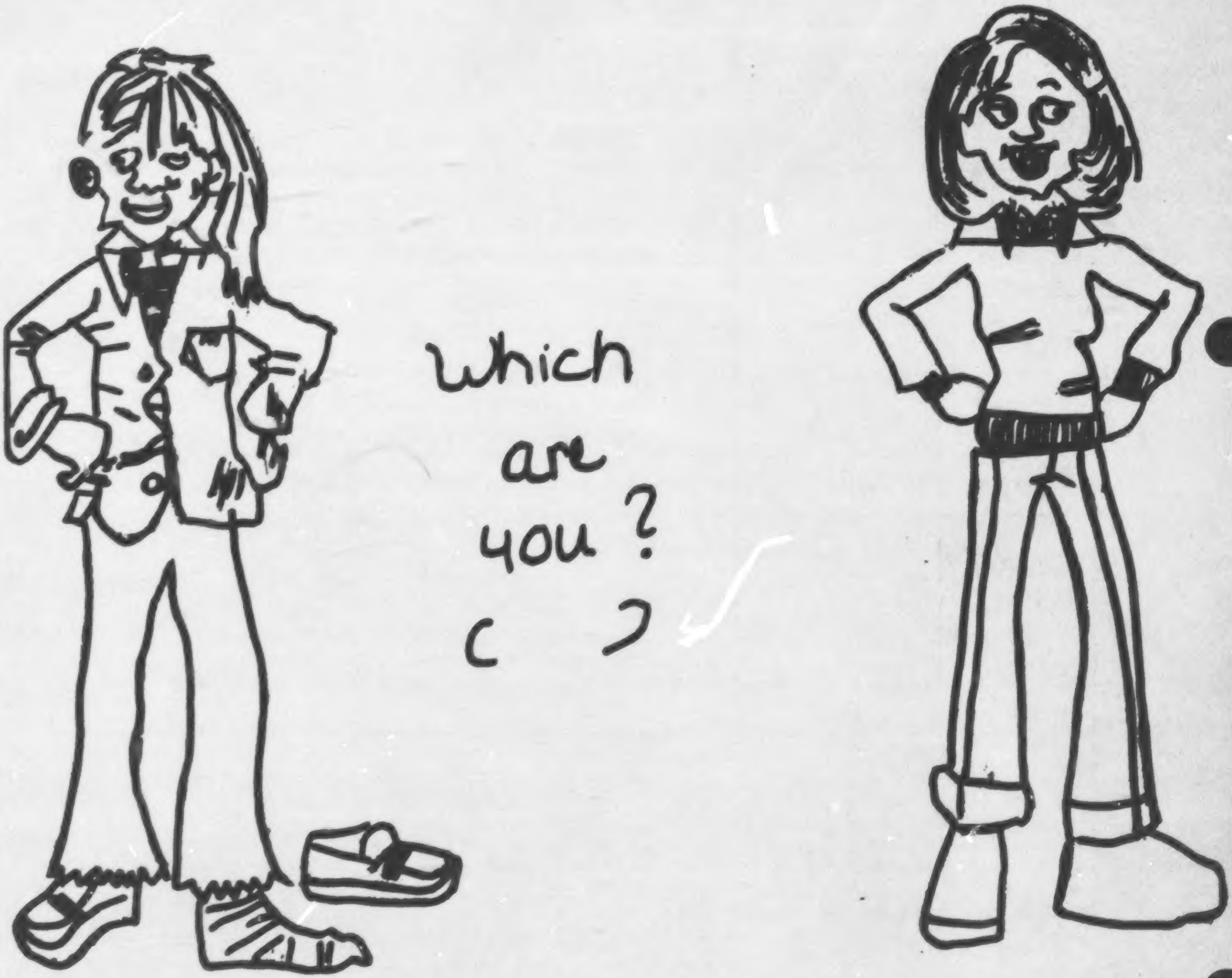

Which
are
you ?
( )

Figure 2

Self-Scheduling Activities on the Calculator

by Bonnie Twedt, Educator
Moderately Mentally Disabled Students

It is traditional within an elementary or junior high classroom, either regular or special education, for the classroom teacher to tell the students it's time for p.e., time for lunch, or to line up for music. This tradition encourages students to continue their dependence on others and does not foster time telling nor decision making skills. In order to develop these skills in mentally disabled students who find it difficult if not impossible to tell time or more importantly make the decision that it is time to attend an activity, the students at Willson-Beardshear School are learning to set and use their alarm systems built into their calculators.

The process of setting the alarm is a three-step matching skill which many of the severely and moderately handicapped students, primary through senior levels, have quickly mastered. The routine is to place the calculator button on "set", match the time on the calendar/card to the calculator numbers, touch "am or pm", touch "alarm", and finally touch "tc". The calculator is able to be programmed for one time so additional activities during the day need to be re-programmed. If only one time a day is needed, the calculator can be programmed once and need not be touched again. This independent scheduling began during the second semester of 1981-82; and within a month, the majority of students had mastered the skill. It is interesting to note that several students have memorized times of activities after having entered them so frequently. For example, one student enters her work times without having to refer to her calendar.

Severe/Profound. At the senior level, each student enters the time of his/her first activity into the calculator alarm. This requires a matching skill, using a card (Figure 1) which includes his/her name, the activity (and/or a picture of the activity), and the time printed on it. When the alarm sounds, the student goes to his/her activity. The alarms are used throughout the program within all domains. For example, at a manufacturing plant, a classmate uses his alarm to signal break time.

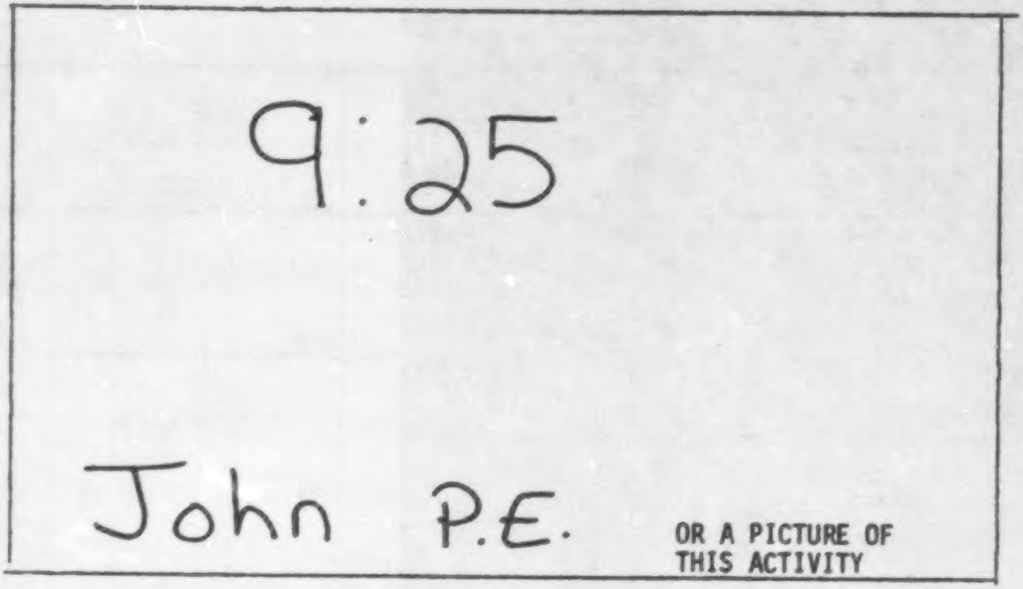
Moderate Mentally Disabled. At the Intermediate level, each student has a monthly calendar printed (Figure 2) with times of their activities. Students on community job sites carry their schedules on their calculator. Those based mainly in school use their monthly schedules taped on their desk.

When the students arrive at school in the morning, they set their calculator alarm for the first activity of the day. They participate in the recreation/leisure activity of their choice until the alarm sounds for their first activity. They stop the alarm, reset it for the next time, and go to the activity for which they are scheduled. This continues throughout the day. After they enter a time, it is crossed off their calendar. Independent scheduling allows students on Community Mobility to finish shopping on time, eat with peers, and report to the meeting spot without staff assistance.

On the Senior level, students set the alarm on their calculators at the end of the day for the first activity in the morning.

The Senior level students at work sites carry the time of their coffee breaks and quitting time taped to the front of their calculators.

A student with visual problems is auditorally told the numbers to set. Even though a hearing impaired student does not hear her calculator when it sounds, the skill of entering her schedule is still taught. It is more functional for a friend or co-worker to tell her the alarm is beeping than to have a co-worker keep track of her time for her. Eventually a calculator with a flashing light for this student will be used.



9:25

John P.E.

OR A PICTURE OF
THIS ACTIVITY

Figure 1

Monday	Tuesday	Wednesday	Thursday	Friday
1 9:30 1:30 p.m. 1:50 p.m.	2 11:30 12:55 p.m. 2:10 p.m.	3 9:45 11:10 12:40 p.m. 2:10 p.m.	4 8:45 10:00 11:30 12:50 p.m.	5 9:00 11:30 12:55 p.m. 2:10 p.m.
8 9:30 1:30 p.m. 1:50 p.m.	9 11:30 12:55 p.m. 2:10 p.m.	10 9:45 11:10 12:40 p.m. 2:10 p.m.	11 8:45 10:00 11:30 12:50 p.m.	12 9:00 11:30 12:55 p.m. 2:10 p.m.
15 9:30 1:30 p.m. 1:50 p.m.	16 11:30 12:55 p.m. 2:10 p.m.	17 9:45 11:10 12:40 p.m. 2:10 p.m.	18 8:45 10:00 11:30 12:50 p.m.	19 9:00 11:30 12:55 p.m. 2:10 p.m.
22 9:30 1:30 p.m. 1:50 p.m.	23 11:30 12:55 p.m. 2:10 p.m.	24 9:45 11:10 12:40 p.m. 2:10 p.m.	25	26
29 9:30 1:30 p.m. 1:50 p.m.	30 11:30 12:55 p.m. 2:10 p.m.	31 9:45 11:10 12:40 p.m. 2:10 p.m.		

Figure 2

Record Keeping/Data Analysis

by Susan Henritz, Educator
Severe/Profound Students

The goal of the Willson-Beardshear curriculum is to move moderate and severe/profound mentally disabled students toward independent living. Record keeping and data analysis are necessary to accomplish this goal. Record keeping allows the teachers to formulate procedures for analyzing the steps involved in skill acquisition, determine steps leading to mastery, assess individual behaviors, and evaluate performance. Record keeping makes the teacher responsible for the Individual Educational Program. The record keeping techniques used focus attention on the learner, the environment, materials, situational demands, the consequences of behavior, and the rate of skill acquisition. Through record keeping, the interaction of these factors can be evaluated and altered to produce a successful instructional program.

The assessment techniques are functional because their content was determined by going into the community and assessing what skills are necessary to live and work independently. Once these skills are identified, they became the assessment items. Therefore, record keeping is individualized according to student needs and abilities.

Community Mobility

The severe/profound primary class consists of two students, nine and twelve years old. Community Mobility involved eating at McDonald's once a week and grocery shopping at HyVee. Problem behaviors and eating skills were broken down into a task sequence. Each student was rated on each step of the sequence with either a P, G, V, or I rating. A "P" rating indicates the student required physical assistance on that particular step of the sequence. A "G" rating indicates the teacher needed to gesture by pointing or demonstrating the step the student needed to perform in order to complete the sequence. A "V" rating indicates the teacher needed to verbalize directions to the student for the step to be completed. An "I" rating indicates the student independently completed that step in the sequence. The number of independent steps can be graphed.

The senior severe/profound class consists of four students ranging in age from thirteen to twenty-one. Community Mobility involved eating at McDonald's once a week and grocery shopping at HyVee with the primary class. Record keeping involved a task analysis of arrival at McDonald's to departure. Students were again rated with a P, physical prompt; G, gestural prompt; V, verbal prompt; or I, independent performance. The number of independent steps are graphed (Figure 1).

At HyVee, each student was to find items using a "label" picture shopping list. Once the item was located, the student matched the price of the item onto the calculator. This is a prerequisite skill to subtracting the price of the item from the amount of money the student has to spend. Record keeping was conducted to determine the level of skill mastery. Students were required to find the item and correctly punch the price into the calculator to receive a rating "+". If the student was unable to locate the item or correctly match the price, he/she was given "-" rating. The number of items calculated correctly is graphed.

The moderate mentally disabled classes scheduled Community Mobility once a week using a variety of restaurants, grocery stores, and department stores. The goal for each student was to locate items, calculate cost independently, and pay for items. A data sheet (Figure 2) was used to determine mastery of these skills. The items that were located independently are graphed.

Domestic Living

For information regarding cooking skills on all levels, please see "Planning Meals, Grocery Shopping, and Preparing Meals" in this Monograph.

The severe/profound primary class was involved in Domestic Living experiences daily in the school apartment. They also joined the moderate intermediate class on Domestic Living once a week in their teacher's home. Domestic Living skills were broken down into the task sequence and rated with a P, physical prompt; G, gestural prompt; V, verbal prompt; or I, independent performance. Skills the primary class worked on were undressing, dusting, washing windows, wiping the counter, vacuuming, emptying the ice cube tray, making toast, and making the bed.

The senior severe/profound class was involved in Domestic Living once a week for a half day. Skills included cooking (see meal preparation), laundering, cleaning the bathroom sink, cleaning the toilet, and cleaning the bathroom mirror.

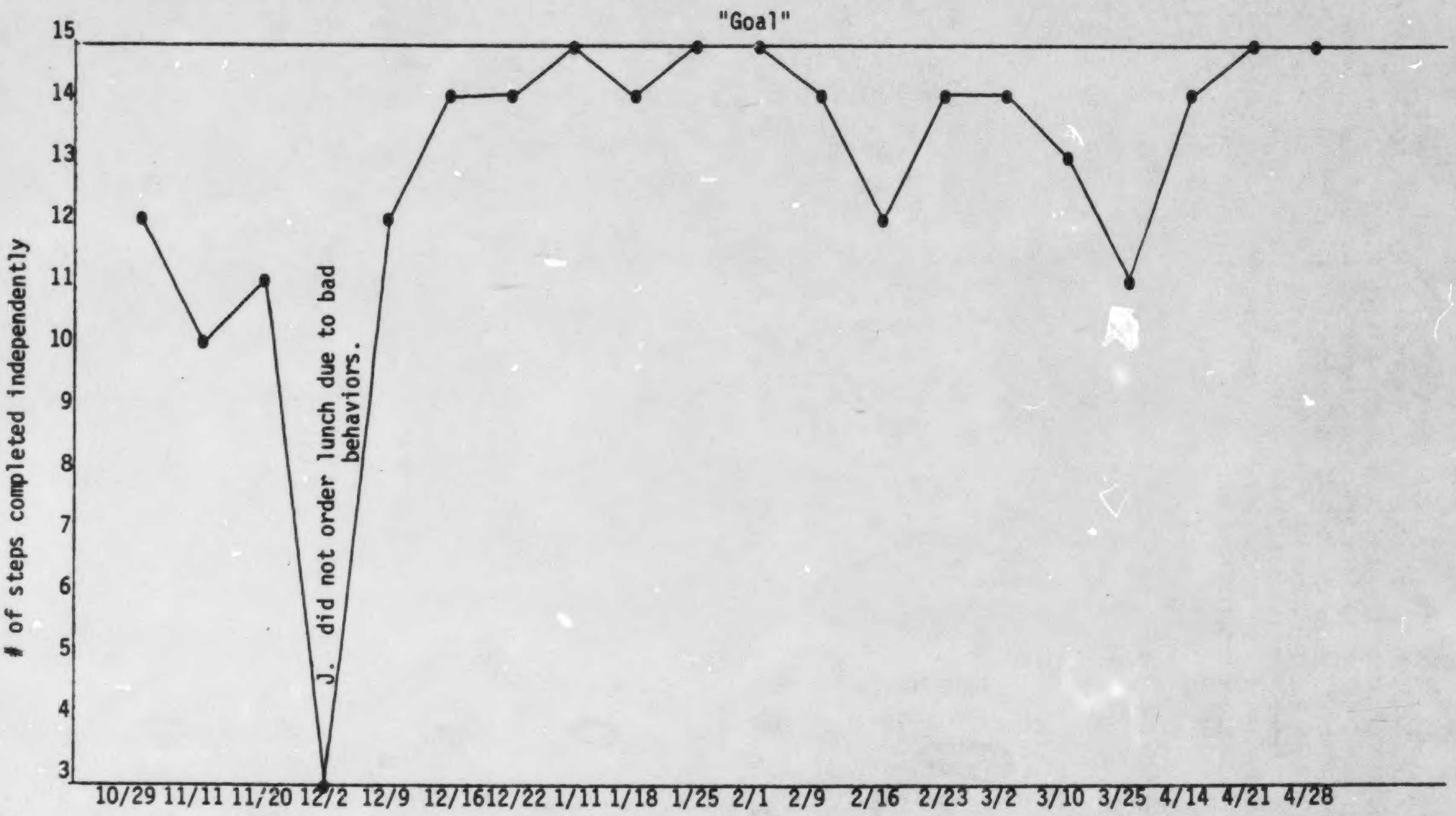
The intermediate and senior moderate classes spent one day per week at a staff person's home on Domestic Living skill development. Tasks were broken down into a skill sequence. The number of independent steps were converted to percentages and then graphed. If adequate progress was not demonstrated by a student as indicated by the task analysis and graph, the task analysis was re-written to assure student learning. Domestic Living task analyses are written on an individual basis according to the house being used. Skills included bedroom cleaning, living room cleaning, bathroom cleaning, basement cleaning, and laundering.

Vocational

Within the workshop, skills such as attending to task, performing a quality job, and working at a normative rate were stressed.

The system of least prompts was used to rate the student on each step of the task analysis. When the student was able to perform the job independently, the Production Record form (Figure 3) was used to record day/date, time, student's average, quantity and quality of work, number per minute, and percent of accuracy. A norm was taken on each job and the student's goal was determined by his/her ability to work at norm or a realistic percentage of the norm. As competitive employment is a vocational goal for each student, the norm is an important element of each job. The number completed each minute and the percentage of accuracy are then graphed to give a visual representation of student progress or lack of progress. A student who is not making consistent progress as demonstrated by the graph must have his/her program revised.

Jeff



cue: "Jeff, order your lunch."
criteria: 5 out of 5 days at goal

sessions

Mobility

Figure 1

Mobility Data Sheet
Student Peggy

Date	Store Studied	Time Spent	# Items Located	# Independently Calculated	Restaurant Studied	Order Ind/Correct	Pay Bill Ind/Correct	Appropriate Behavior	Comments
10/6	Penney's	45	6	5	Valentino's	+ -	-		1st day of ind. shopping
10/13	Woolworth	31	6	4	Valentino's	+ +	+		
10/20	Woolworth	37	6	6	Hardees	+ +	+		
10/27	Younkers	43	6	5	Hardees'		+		started to find clothing sizes
11/4	Younkers Woolworth Penny's	64	6	3	Country Kitchen	+ +	+		
11/11	Target	44	6	6	Burger King	+ +	+		
11/18	Target	--	6	6	Hardees'	+ +	+		
11/24	Target	--	3	3	KY Fried Chicken	+ +	+		find size of items; tried on
12/4	Target	70	3	1	Hardees'	+ +	+		
1/5	K-Mart	57	6	4	McDonald's	+ +	+		ordered without practice
1/12	K-Mart	65	4	4	HyVee	+ +	+	tried on clothes	
1/19	K-Mart	60	4	3	Godfathers	+ +	+	tried on clothes	
1/26	Drug Town	60	6	6	McDonald's	+ +	+		
2/2	Drug Town	44	6	5	Uncle Jack's Tacos	+ +	+		
2/11	Drug Town	49	6	5	Godfathers	+	+		
2/17	HyVee	19	6	6	Country Kitchen	+	+		
2/24	HyVee	No Data			Hardees'	+	+	---------	inappropriate at table

Figure 2

99 100

Date	Store Studied	Time Spent	# Items Located	# Independently Calculated	Restaurant Studied	Order Ind/Correct	Pay Bill Ind/Correct	Appropriate Behavior	Comments
3/3	Penney's	64	6	6	Hardee's	+	+		
3/28	Penney's	41	6	6	Hardee's	+	+		
4/1	Penney's	55	5 of 5	5 of 5	KY Fried Chicken			tried on jeans, shirt behavior fine	
4/15	Penney's	50	6	6	Flame 'n Skewer	+	+		

Figure 2 (cont'd.)

Project A.M.E.S.
Willson-Beardshear School
Ames, Iowa 50010
(515) 233-4656

PRODUCTION RECORD

Name: Erich A.

Supervisor: Kurns-Houselog

Job Description: Put clips in bottle, place in bin

Norm:

Day/Date	Collection Time Start	Stop	Total Time	Average	Quantity & Quality (reinforcement)		Number per Minute	Percent of Accuracy
4-16-82	9:17	10:02	45 m		82		1.8	100%
4-16-82	10:45	11:15	30 m		65		2.2	100%
4-19-82	9:33	10:17	45 m		85	2	1.9	97%
4-19-82	11:03	11:48	45 m		100	1	2.2	99%
4-20-82	8:28	9:45	45 m		97		2.2	100%
4-20-82	11:00	11:45	45 m		96 reinforced every 10		2.1	100%
4-21-82	9:38	10·23	45 m		99	4	2.2	96%
4-21-82	11:10	11:50	40 m		65	2	1.6	97%
4-22-82	9:15	10:00	45 m		80	6	1.8	93%
4-22-82	11:03	11:48	45 m		76	5	1.7	93%
4-23-82	9:05	10:50	46 m		70	7	1.5	90%
4-23-82	10·15	11:00	45 m	very tired	62	15	1.3	76%
4-26-82	9:15	10:00	45 m	very tired	65	6	1.4	90%
4-26-82	10:57	11:42	45 m	just wanted to sit	89	0	2.0	100%
4-27-82	10:45	inconsistent data		giggled		massive temper tantrum		
4-28-82	9:08	9:58	50 m	1 tantrum	57	7	1.1	88%
4-28-82	10:50	11:30	40 m		54	4	1.4	93%
4-29-82	9:45	10:30	45 m		62	3	1.4	95%
4-29-82	10:57	11:42	45 m		76	5	1.7	93%
5-3-82	11:00	11:45	45 m		84 very tired, much phys. assist.	0	1.9	100%
5-4-82	9:45	10:30	45 m		62	3	1.4	95%

Figure 3

Augmentative Communication Devices/Systems

by Joyce Powers, Speech Clinician

Most communication methods employed by nonspeaking persons (persons whose speech is inadequate to meet all of his/her communication needs) are typically used or encountered by the general population (e.g., gestures, affect, orthography, pictographs, etc.). Other communication methods/systems are used by specific groups of people whether handicapped (hearing impaired persons using sign language) or nonhandicapped (Native Americans using sign language). Many output modes used by nonspeaking persons are unusual only in their intensity of use by those nonspeaking persons. The nonspeaking persons relies on those various systems as the primary rather than the secondary system of communication. (Some systems such as Blissymbolics are a unique form of expression.)

Augmentative systems and devices are not alternative systems/devices. Rather they augment or enhance other modes of communication (facial gestures, affect, intonation, etc.) already in a person's communication repertoire. It must be noted that the systems require a shift in our usual approach to communication because of the increased need for interpretation and prediction of the nonspeaking person's state or message intent. Normal speakers need to develop better "listening skills". Exposure to nonspeaking persons and practice with various augmentative systems is the most useful tool for improving the speaker's efficiency in nonspeech interactions.

Classification of Systems. Nonoral systems are typically classified as follows: communication aids (boards and/or devices used to display the message components), manual systems (various forms of sign language), and other symbol systems (various types of symbols, written words, pictures, and rebus systems).

Vocabulary. The vocabulary to be included in nonoral systems must be carefully chosen if the system is to be used and useful. It should be activity/situation oriented, open ended, and sensitive to developmental, cultural, and environmental changes. Interview of significant others and observation of the nonspeaking person will help in the selection of appropriate vocabulary.

How to Choose Appropriate System. In choosing a system for an individual nonspeaking person, consider the following:

Does it fit the user's current level of performance (linguistic, cognitive, motor, modality preference, chronological age)?

Is the system individualized (at home, work, and in the community; at school; with nonhandicapped peers and other persons: in groups; one-to-one; socially acceptable; portable)?

Comments. Obviously, nonoral communication systems are inately inferior to speech--slower, cumbersome, limited in vocabulary, etc. On the other hand, nonspeech systems are taught more easily than speech to nonverbal people. To teach speech to nonspeaking people is a time-consuming and arduous process. Many people get lost in the shaping of closer and closer approximations, the teaching of imitation skills, and other prerequisites of communication. Nonspeech systems allow a more rapid entry into the world of communication and its rewards. A program emphasizing interaction, communicative intent, and consistent signals will provide for the most basic skills needed in using an augmentative communication system.

Implementation. While evaluating the communication needs of the students involved in Project A.M.E.S., it became apparent that needs differed from student to student, setting to setting. It was essential to evaluate the receptive and expressive communication skills needed in each relevant setting (domain) and then to evaluate the communication abilities of each student. When these bits of information are assembled for each student, it becomes possible to determine a) their status as a communicator--verbal, nonverbal, or mixed, modality preference, cognitive level, etc., and b) their specific needs within the various domains--Vocational, Community Mobility, Domestic Living, and Recreation/Leisure.

The Students and Their Skills. Of the 23 students involved, 13 moderately mentally disabled (MMD) are verbal. They use speech to meet their communication needs. Three (1 MMD, 2 S/P) are nonverbal, nonspeaking. They cannot use speech to meet their communication needs. Seven are mixed.

The Domains and the Communication Skills Needed. The students experience communication needs in many environments. Obviously, the specific skills needed vary according to the environments within the domains (e.g. Community Mobility domain: fast food restaurant, full service restaurant, etc.). Each setting must be evaluated in order to keep the augmentative system appropriate for the nonspeaking person. This evaluation is longitudinal in nature in that environments change and/or are added to the student's repetoire over time.

The primary methods of evaluation are interview of relevant others in the environment and observation of normal speaking persons communicating in the environments. From this information is distilled the communication behaviors (receptive and expressive) needed in order to function independently.

Case #1 - Lori

Description: female
17 years old
IQ 35
nonverbal
cerebral palsy
binaural hearing loss - aided, lip reads
ambulation - wheelchair/crutches

Domains: Domestic Living - private home
Vocational - school workshop
Community Mobility - varied
Recreation/Leisure - varied

Augmentative Devices/Systems:

sign language/gestures
communication board
indexed communicator
picture cards
identification cards - DOT (pictured ID usually used for driver's license)
- School ID (See Figure 1, medical information is written on back, laminated)

How, When, and Where Used. Lori, social, animated, and outgoing, employs a grossly executed sign language/gestural system in most settings. This system is most functional when she is seated. The communication board used originally was a typical lap board. Lori was seated most of the time. The board was supplimented with a large loose leaf notebook indexed as to topic (fitzgerald key, modified) and full of pictures. Her present communication board is small, portable, lightweight, and has a loop on one corner for hanging on her wrist, wheelchair handle, etc. It is two sided and plastic covered (Lori drools). A combination of words, rebus pictures, photos, and other pictures are used. They are organized according to a modified fitzgerald key. This board became necessary when Lori became a proficient crutch user, and, therefore, more ambulatory. The information is readable by peers and others in her environments. Lori's communication board is most useful for social communication and can be used to get needs met when those around her don't read sign language. Her Indexed Communication is an indexed box type address file with scanning tap and pressure level for opening. This was originally used in fast food restaurants (pointing at menu items was employed in full service restaurants). Pictures and words and later words alone were applied to the proper pages (e.g., H for Hardees: hamburger, small coke, french fries). Lori would scan the letters, set the tab at H, press the lever, turn the communicator to the clerk, and point. It was later decided that this method was too time consuming for a fast food restaurant and its use was discontinued. Lori uses Picture Cards when shopping. If she needs help finding an item, she locates a clerk, gets his/her attention with a verbal noise, and shows the card with gestures indicating "puzzled, need help". She also carries two ID Cards, the DOT card and the school card. As is evident, Lori's augmentative devices/systems are many and are selectively useful in varied settings. No one device/system would be adequate. Her communication needs are dynamic and changing. Her support persons, parents, teacher, and staff will need to adapt her augmentative devices/systems over time.

Case #2 - Charlotte

Description: female
15 years old
IQ 40 (Down's Syndrome)
verbal/nonverbal
ambulatory

Domains:
Domestic Living - private home
Vocational - grocery store, dairy store, day care
Recreation/Leisure - varied
Community Mobility - varied, includes use of public transportation

Augmentative Devices/Systems:

communication booklet
ID cards
"needs" card
sign language/gestures

How, When, and Where Used. Charlotte, an outgoing, social young lady, prefers to be verbal and talks a great deal, generally telegraphic and with poor intelligibility (especially for strangers). She always uses speech first. Given poor understanding of her message, she will typically resort next to gestures and some signs and then to taking the listener to the topic or to someone who more likely will understand. She is definitely not interested in using sign language to any extent. Charlotte's speech and persistance usually result in functional communication. For insurance of understanding by strangers at a survival level, a Communication Booklet (pocket-sized booklet for notes) was purchased and outfitted with pictures and words providing identification information, a statement regarding her intelligibility, and a display of personal needs, toilet, sanitary products, nurse/doctor, etc. This booklet was carried in her purse and presented as needed. The booklet has recently given way to her two ID cards and a laminated Needs Card carried in her wallet. Charlotte's augmentative devices/systems are portable and functional for her and at this time are adequate in all domains.

Case #3 - Tracy

Description:
male
18 years old
IQ 31 (Down's Syndrome)
nonverbal/verbal
ambulatory

Domains:
Domestic Living - private home and group home
Vocational - manufacturing plant
Recreation/Leisure - varied
Community Mobility - varied

Augmentative Devices/Systems:

communication book
picture cards
sign language/gestures
ID cards

How, When, and Where Used. Tracy, a passive, quietly appealing young man, is largely nonverbal. He does occasionally use speech with adequate volume for understanding. When speech is used, it is intelligible. Sign language and gestures are used by Tracy as needed. For communicating at large, Tracy has recently had a small Communication Book[1] for social use and for use when shopping and ordering food in fast food restaurants. He seldom used the book for social interaction and because of portability and acceptability considerations, he now carries Picture Cards in his wallet for ordering food in fast food restaurants and when shopping for specific items. He also carries two ID Cards and presents them as needed. Tracy's communication needs are being met in all domains at this time. His use of speech is improving and this along with changes in his word in general will necessitate a changing augmentative system in the years to come.

The Exception. Although 13 of our 23 students are verbal, we do encourage their use of pictured ID cards. Phone numbers, addresses, and ages change. They are difficult to learn anew. Confusion occurs in new or panic situations; and often when most needed, wrong or no answers are given to questions about identification. It is a simple thing to provide an ID card and it's a good safeguard against memory lapse. The Department of Transporation card is also considered legal identification for check cashing. All students carry ID cards, speech and nonspeech alike.

Summary. For the nonspeech segment of this MD population, it has proven essential to pursue augmentative modes of communication. This range of devices/systems is limited only by the imagination. The cases presented are typical. None of our students is currently using or has ever used expensive mechanical devices. If or when we deem it necessary, we will pursue those instruments. Our systems/devices are generally simple, portable, functional, adaptable. The devices/systems chosen for any student must be specific to the individual's needs, abilities, and preferences. They must also be adaptable. Our goal is communication and is not limited to speech alone.

---

[1] Spiral bound, plastic covered, 8"x5" in size, outfitted with plastic inserts containing pictures, photos, and words regarding Tracy, staff, activities, needs, etc.

Name ______________________________

School ______________________________

Phone ____________________

Home ____________________

Phone ____________________

Picture

Social Security Number ____________

Birth Date ______________

Figure 1

Speech and Language: Functional Instructional Strategies Outside of School

by Joyce Powers, Speech Clinician

For the severely handicapped person whose abilities of generalization and transfer of knowledge are poor, communication teaching must occur in the natural environment, in settings in which these skills must ultimately be performed, and in purposeful and common activities involving people with whom the handicapped person must ultimately communicate. In this teaching strategy, reception and expression skills are attended to longitudinally, where and when it is communicatively relevant. Episodic teaching can and does also occur (one-on-one sessions of specific discreet teaching) and can be a separate activity from the contextual setting in which communication (both receptive and expressive) is demanded, expected, and needed for independence.

Language is not a separate activity; it is part of all facets of life and must be treated as such when dealing with the moderate mentally disabled and severe/profound populations. The communication component of Project A.M.E.S. by definition takes the speech/language professional into the field to teach, into work centers, into living centers, and into the community at large. The route for communication is its natural consequence, attention, and response from others set in a purposeful activity. The following is a discussion of the functional communication program as it exists at Willson-Beardshear School at this time.

The Problem

Speech and language programs have historically been based on a diagnosis/intervention model. When attempting to assess communication skills within natural settings, neither standardized tests nor relevant checklists could be found. Consequently, a checklist, entitled Evaluation of Functional Communication Competency Based, was devised by the speech/language clinician with consultative assistance from the MD Consultant/Project A.M.E.S. Work Experience Coordinator. This instrument was first used in the fall of 1980 and has been twice revised. See Figure 1 for current form. The instrument is designed to be used by both clinician and teacher/aide. This checklist and a complimentary instrument, entitled Functional Communication Profile, developed for Project STEP are referred to on Monograph Volume II, Project A.M.E.S. These instruments provide adequate and useful diagnostic information to which an intervention program can be directed.

The Model

Project A.M.E.S. bases its program on intervention/teaching in four domains: Vocational, Domestic Living, Recreation/Leisure, and Community Mobility. The communication program takes place in all four of these domains. Episodic teaching also occurs as needed and in varied environments, including the school's classrooms, apartment, offices, gym, lunchroom, etc.

Vocational Settings. Clinician contact occurs in the following ways.

1. contact with boss (interview)
2. contact with advocate (interview)
3. contact with school work supervisor/teacher (conference)
4. observation of the setting (physical environment, social scene, interactions, expectations)
5. observation of student at work and during break
6. intervention with student at work as appropriate
7. intervention with student at school in regard to needs noted

Domestic Living Settings. Clinician contact occurs in the following ways.

1. contact with parent/house manager (conference)
2. contact with teacher in Domestic Living settings (conference)
3. observation of the setting (see Vocational)
4. observation of student in the setting
5. intervention with student as appropriate on the scene
6. intervention with student at school in regard to needs noted

Recreation/Leisure Settings. Clinician contact occurs in the following ways.

1. contact with parent/house manager (conference)
2. contact with teacher in Recreation/Leisure settings
3. observation of the setting (see Vocational)
4. observation of the student in the setting
5. intervention with student at work as appropriate
6. intervention with student at school in regard to needs noted

Community Mobility Settings. Clinician contact occurs in the following ways.

1. contact with parent/house manager (conference)
2. contact with teacher in Recreation/Leisure settings
3. observation of the setting (see Vocational)
4. observation of the student in the setting
5. intervention with student at work as appropriate
6. intervention with student at school in regard to needs noted

Expectations, needs, deficits, etc. are identified and programs implemented as needed. Informal anecdotal notes are made. Interpersonal skills are emphasized including use of social skills: small talk, use of telephone, answering questions, asking questions, using good manners, responding to criticism, relating to others correctly, keeping social distance, gestures, presentation of self, etc. Also emphasized are communicating needs, responding to instruction, and responding to safety signals. Figures 2 and 3 are other forms used in this program.

Summary

Based on our knowledge of this population in general and of specific student needs, the communication intervention program at Willson-Beardshear School is both an environmental and an episodic teaching program, with emphasis on and reference to the natural environments of people moving independently in their communities. This approach requires flexibility and commitment to the "big picture" and is longitudinal in nature. This approach is relevant and successful in a meaningful way.

STUDENT'S NAME________________ AGE______ DATE__________97

PROGRAM PLACEMENT________________ EVALUATOR______________

(Choose one response per item. Use "mode" key (p. 3), if desired. Respond to all items.)
(Make comments as appropriate.)

	SITUATION			
	Vocational	Community Mobility	Domestic	Recreational Leisure
I. RESPONSE TO INSTRUCTION				
A. Attending to instruction				
(4) always attends carefully				
(3) attends but does not follow instructions				
(2) has difficulty attending to instructions				
(0) does not attend to instructions				
B. Following instructions				
(4) follows verbal instructions				
(3) follows instructions presented verbally and with physical model (demo)				
(1) needs physical prompts				
(0) does not follow instructions				
C. Remembering instructions				
(4) instructions do not need repeating				
(3) instructions have to be repeated occasionally				
(2) instructions have to be repeated once/day				
(1) instructions have to be repeated more than once/day				

	a	b	a	b	a	b	a	b
II. RESPONSE TO SAFETY SIGNALS								
A. Obeying safety signals								
(4) responds quickly and discriminately to safety signals: (ex: tornado/fire alarm/ stop sign) a) stop sign/rr crossing/ signal light/ exit sign/danger sign, etc.; b) tornado/fire alarm/announcement, etc.								
(3) usually responds quickly and discriminately to safety signals, taking cues from others as to what to do								
(2) responds inconsistently to safety signals								
(0) does not respond to safety signals								

III. COMMUNICATION OF NEEDS				
A. Communication/personal needs				
(4) independently communicates needs to appropriate person				
(3) communicates needs when given minimal prompt or cue				
(1) communicates needs only with much prompting				
(0) does not communicate needs				

Figure 1
Evaluation of Functional Communication Competency

	Vocational	Community Mobility	Domestic	Recreational Leisure
B. Asking for assistance				
(4) asks appropriate person for assistance, as needed				
(3) usually asks appropriate person for assistance as needed				
(2) frequently asks wrong persons for assistance				
(1) asks too frequently for assistance				
(0) does not ask for assistance				
IV. SOCIAL COMMUNICATION				
A. Responding to own name				
(4) responds quickly and consistently				
(3) usually responds				
(2) responds sometimes				
(0) doesn't respond to own name				
B. Identifying self when asked				
(4) independently gives specific ID information about self				
(3) gives specific ID information about self when given minimal verbal prompt				
(1) gives ID information about self only with much prompting				
(0) seldom gives ID information about self				
C. Answering questions				
(4) consistently answers questions				
(3) usually answers questions				
(2) sometimes answers questions				
(1) seldom answers questions or tends to answer "I don't know"				
(0) never answers questions				
D. Using good manners				
(4) is polite				
(3) is usually polite				
(2) is sometimes polite				
(1) is seldom polite				
(0) is rude				
E. Responding to criticism				
(4) displays appropriate verbal and/or nonberbal behavior (body language)				
(3) usually displays appropriate verbal and/or nonverbal behavior (body language)				
(1) exhibits verbal and/or nonverbal behavior indicating hurt feelings - over-sensitivity to criticism				
(0) exhibits verbal and/or nonverbal behavior indicating defensiveness, hostility, anger, rejection of criticism				

Figure 1 (cont'd)

	Vocational	Community Mobility	Domestic	Recreational Leisure
F. Asking questions				
(4) asks appropriate questions				
(3) usually asks appropriate questions				
(2) asks too many/too few questions				
(1) repeats the same question				
(0) never asks questions				
G. Conversing				
(4) engages in conversations with others, as appropriate				
(2) engages in conversations with others, frequently not appropriate				
(1) seldom converses with others				

MODES

V - verbal
f - face to face = Vf
t - telephone = Vt

N - nonverbal
sl - sign language = N sl
c - communicator (book, board, etc) = Nc
g - gestures = Ng

SUBSCORES

Response to instructions (9-12 acceptable)
Response to safety signals (3-4 acceptable)
Communication of needs (6-8 acceptable)
Social communication (22-24 acceptable)

DESCRIPTION OF SPECIFIC SKILLS

AREAS FOR POTENTIAL IMPROVEMENT

JUDGEMENT REGARDING RELATIVE
COMMUNICATION COMPETENCY

Figure 1 (cont'd.)

Teletrainer Program (Basic)

Behavioral Objectives

BASIC SPEECH/LANGUAGE SKILLS	FUNCTIONAL DEFINITIONS	Evaluation Results (+, -, ±)	Evaluated by: Date:	Date Training Begun:	Date Subskill Attained	Taught by:
A. Appropriate loudness level of voice	Loud enough for the situation					
B. Pleasant voice quality	Does not interfere significantly with functional communication					
C. Appropriate rate	Rate contributing to intelligibility					
D. Clear articulation	Articulation contributing to intelligibility					
E. Appropriate pronunciation	Pronunciation accepted by those in your area					
F. Adequate vocabulary for child and for situation	Able to express his ideas through use of words					
G. Ability to speak words, phrases, and/or sentences with a high level of intelligibility	Others can interpret message 90% of the time without undue difficulty					
BASIC COMMUNICATION SKILLS/ TELEPHONE	BEHAVIORAL CATEGORIES					
A. Pick up receiver when it rings	Motor (coordination)					
B. Handle receiver with efficiency (no fumbling) when using phone	Motor (coordination)					
C. Hold the phone appropriately, ear piece to ear and mouth piece to mouth	Motor (coordination					

Figure 2

TELETRAINER PROGRAM CONTINUED (Page 2)

BASIC COMMUNICATION SKILLS/ TELEPHONE	BEHAVIORAL CATEGORIES	Evaluation Results (+, -, ±)	Evaluated by: Date:	Date Training Begun:	Date Subskill Attained	Taught by:
D. Keep tongue and lips off mouth piece	Motor (coordination)					
E. Hang the receiver up when through talking	Motor (coordination)					
F. Hand the receiver to person requested	Receptive (listening) Motor (coordination)					
G. Recognize and respond to dial tone	Receptive (listening)					
H. Recognize and respond to busy tone	Receptive (listening)					
I. Answer phone when it rings	Expressive (speaking)					
J. Say "hello" when answering phone	Expressive (speaking)					
K. Say "good-bye" when terminating call	Expressive (speaking)					
L. When answering phone, give name/place/business, etc.	Expressive (speaking)					
M. Call appropriate person to the phone	Expressive (speaking)					
N. Take a simple direction over the phone and follow it out	Receptive (listening/ auditory memory)					
O. Take a simple message and repeat it to appropriate person	Receptive (listening/ auditory memory) Expressive (talking)					

Figure 2 (cont'd.)

TELETRAINER PROGRAM CONTINUED (Page 3)

BASIC COMMUNICATION SKILLS/ TELEPHONE	BEHAVIORAL CATEGORIES	Evaluation Results (+, -, ±)	Evaluated by: Date:	Date Training Begun:	Date Subskill Attained	Taught by:
P. Give your name/address over the phone	Expressive (talking)					
Q. Give a message over the phone	Expressive (talking)					
R. Dial number that is written down	Receptive (reading) Motor (dialing)					
S. Write number given over the phone	Receptive (listening) Expressive (writing)					
T. Keep a personal telephone directory	Expressive (writing) Receptive (reading)					
U. Find number in personal directory and dial it	Receptive (reading name/ number) Motor (dialing)					
V. Talk with a "friend" on the telephone	Expressive (talking)					
W. Make an emergency call (Dial 911 for Police, Fire, Ambulance)	Receptive (reading) Motor (dialing) Expressive (talking)					
X. Call a place of business and ask for assistance (ex: Do you have ______? How much is your ______? When do you close? etc.)	Receptive (reading) Expressive (talking) Motor (dialing)					
Y. Call place of employment and let them know that you are ill, etc.	Receptive (reading) Expressive (talking) Motor (dialing)					
Z. Call home/school and ask for assistance	Receptive (reading) Expressive (talking) Motor (dialing)					

Figure 2 (cont'd.)

TELETRAINER PROGRAM CONTINUED (Page 4)

BASIC COMMUNICATION SKILLS/ TELEPHONE	BEHAVIORAL CATEGORIES	Evaluation Results (+, -, ±)	Evaluated by: Date:	Date Training Begun:	Date Subskill Attained	Taught by:
AA. Use pay phone correctly	Receptive (reading)					
	Expressive (talking)					
	Motor (coin handling and dialing)					
BB. Use "touch tone" phone correctly	Receptive (reading)					
	Expressive (talking)					
	Motor (pushing buttons)					
CC. Respond appropriately when reaching a "wrong number"	Receptive (listening)					
	Expressive (talking)					

Figure 2 (cont'd.)

WILLSON-BEARDSHEAR SCHOOL
Ninth and Carroll
Ames, Iowa 50010

Dear Parents:

In order that your young adult might have essential real experience with specific telephone tasks, we are now asking that your child be responsible for "calling in" whenever he/she is going to miss school/work.

The students have had some practice experience with this at school, but will probably need some assistance from you at first. Please offer only minimal assistance.

School phone # is: 233-1433

Work phone # is: ______________________________

Thank you for your help. Feel free to make written comments concerning successes and near-successes in this assignment.

Sincerely,

Joyce Powers
Speech Clinician
Willson-Beardshear Staff

JP:be

Figure 3

Graduation Standards

by Susan Teas

The topic of course credits and graduation standards for the special student is frequently discussed yet not resolved in many school systems in the nation. If discussion takes place, it usually involves the mildly handicapped. Seldom is serious recognition or thought given to the moderately and severely/profoundly mentally disabled individual's efforts and success within a relevant, community-based curriculum. It is the author's belief that credits can be earned and a diploma granted to a mentally disabled student who successfully participates in the activities identified within his or her Individual Educational Program.

In the past, the policy at Willson-Beardshear School was to present the mentally disabled student who graduated from the school program, usually at age twenty-one, with a Certificate of Attendance. This signified only that the individual attended school. Consequently, a Certificate of Attendance does not discriminate between attending frequently or infrequently, does not indicate the level of skills acquired, and does not guarantee that teaching staff be accountable for teaching.

Rationale

Three fundamental benefits can be derived from the process of earning a diploma. First, the awarding of a diploma based upon achievement requires the establishment of performance standards and requires student participation in a prescribed number of instructional hours in specific curriculum areas. This promotes planning a goal-oriented education which provides a framework for evaluating the student's progress and a framework for evaluating the educational system's effectiveness.

Second, the earning of a diploma provides the student with a sense of achievement and self-worth. By acknowledging each individual's capabilities and needs and rewarding students for learning, each gains a feeling of pride in a job well done.

Third, a diploma is a source of information for potential employers and adult service providers because it represents a certified program of instruction and indicates specific skill competencies. Clearly, different students with differing handicaps require different standards for graduation and different levels of competencies are expected and/or accepted. To be useful beyond school services, it is necessary to specify on the transcript the student's achieved skill levels. This information is specified on the reverse of the transcript and includes the individual's strengths and weaknesses which will aid or interfere with him/her being an independent adult (see Figure 1).

Course Requirements

The curriculum for the mentally disabled population at Willson-Beardshear School emphasizes skill development in four domains or life areas: 1) Vocational, 2) Community Mobility, 3) Domestic Living, and 4) Recreation/Leisure. Instructional strategies stress primary skill development with each student being instructed according to his or her specific abilities and needs. Behaving as young men and women and being accepted by society, in addition to displaying working and living skills, are required in order to be independent mentally disabled adults. Consequently, curricular activities are functional and relevant to the student's present and subsequent adult working and living environments.

The curricular activities, identified within the four domains or life areas are the components of each student's Individual Educational Program. A total of 32 credits are required to earn a diploma from Ames High School. The Willson-Beardshear curriculum can also be defined in terms of 32 credits within all domain areas.

The Vocational Domain

10 credit units - Vocational Training

The Community Mobility Domain

4 credit units - Consumer Buying
2 credit units - Restaurant Procedures
2 credit units - Transporation
2 credit units - Community Studies

The Domestic Living Domain

4 credit units - Food Preparation
2 credit units - Personal Care/Awareness
2 credit units - Home Care
1 credit unit - Clothing Care

The Recreation/Leisure Domain

1 credit unit - Recreation
1 credit unit - Leisure

The Willson-Beardshear School schedule is designed to provide the required number of instructional hours for each course. For example, a student working in the program from age six through twenty will have been instructed for approximately 2000 hours within the Domestic Living domain upon graduation. The required number of hours for Domestic Living is 1200 because each credit is equal to 120 instructional hours. Likewise, the same individual will receive more than the required 1200 hours in Community Mobility, over 4000 hours in Vocational training, and in excess of 800 hours in Recreation/Leisure activities. Therefore, the teaching schedule provides each student instructional time to earn the required credit units or hours within the eleven courses identified under the four domains or life areas.

Earning Credits

Every student is expected to participate in each of the four domains of the curriculum and acquire a level of skill competency according to identified needs and abilities. Identifying acquired skill competencies is the primary function of the student's Individual Educational Program. The Individual Educational Program provides evidence that the student is earning credits through skill acquisition and progressing towards earning a diploma. Each student's Individual Educational Program reflects individual functioning levels, skill competencies, and areas of weakness needing further instruction. It maps out the most appropriate educational requirements for each student, requires that the school system provide that education, and provides evidence that credits within a course content are being or have been earned.

The educational goal is for each student to be as independent as possible in performing the activities within each course. In order to plan the Individual Educational Program, a method of reporting the student's level of achievement within each activity must be identified. Although reporting methods vary according to the situation, the student's progress and level of mastery must be identified in order to plan the Individual Educational Program and to acknowledge credits earned.

Skill mastery is not mandatory for earning course credit. For example, each student, no matter what level of ability, begins working within a course at his or her own level of competence and is provided instruction in order to meet the written behavioral objectives. Expectations are based upon individual strengths and needs. The goal is for each to attain a level of skill competency which provides maximum independence. No matter what the individual's level of functioning or degree of handicap is, that student will participate in all activities at least partially and be expected to perform according to individual abilities. These performance expectations are based upon the student's current level of functioning. Skill mastery of essential, functional activities is more relevant than general exposure to all. Every student in the school program, no matter how handicapped, earns credits if learning has taken place and if the behavioral objectives of the Individual Educational Program have been met.

Transcript Information
Current Level of Functioning

Mark _____ has successfully completed his Individual Educational Program developed within the Vocational, Community Mobility, Domestic Living, and Recreation/Leisure life areas.

Mark. . .

can be depended on to complete assigned responsibilities once a routine has been established.

is outgoing but does not understand how to tease without hurting others' feelings.

is able to recognize labels of frequently used grocery items and cleaning supplies but is unable to read words and understand their meaning.

is unable to tell time but can recognize the position of the hands on the clock which indicate daily commitments and can enter his daily schedule into the alarm system of his calculator.

has difficulty following verbal directions and answering questions the first and often second time given. His immediate response is "I don't know".

needs supervision in planning and preparing nutritious meals.

needs assistance in managing money because he does not recognize the value of money.

can use Cy-Ride independently after recognizing his bus route through routine, although he cannot read and understand the bus schedule.

is able to maintain a neat and clean appearance and a neat and clean home.

Figure 1

The Role of the Educational Aide

by Michael Houselog, Principal

Educational aides have been one of the most essential components to the successes of Project A.M.E.S. The stereotype teacher's aide has gone by the wayside at Willson-Beardshear School. You know the stereotype aide! the lady who has all her children in school, has always had a soft spot in her heart for the feeble-minded, is looking for an opportunity to get out of the house to correct spelling, math, and reading worksheets, and possibly do some light housekeeping around the local school. To illustrate this point, I'd like to share an actual situation. It was my first encounter in a classroom at Willson-Beardshear School. I had interviewed with district administrators earlier in the morning and was being given a tour of the school by the building principal. He and I walked into a classroom for the moderately mentally disabled. In the room were two adults and seven students. One of the adults was preparing the group of seven to go on a Community Mobility trip the following day. The other adult was cutting some pictures out of a catalog. Upon our entry, we received a couple of glances from the adults and the students. The lady called the students to order and the lesson continued. The principal introduced me to the lady who had been cutting out the pictures. She was the teacher. Everything seemed so natural and orderly with the students responding well to the educational aide despite the fact that the teacher and the educational aide had switched roles for that activity on that given day. Teachers and educational aides share responsibilities for the positive benefit of students.

In the past year, I have probably been asked more questions relative to the role of the educational aide in Project A.M.E.S. than any other aspect of the program. Some of those questions include: "How do you get the aides to take so much responsibility?", "Why do your aides and teachers seem to work in such an organized and cooperative manner?", and "Why don't educational aides show a desire to go back to correcting papers and putting up bulletin boards?" The purpose of this chapter will be to attempt to explain in a positive manner why educational aides at Willson-Beardshear School have chosen to become such an integral part of the inter-disciplinary team in Project A.M.E.S.

Educational aides at Willson-Beardshear School have been involved in the planning, implementation, and refinement of the Project from the start. It was recognized from the Project's inception that without the entire staff working together in providing a variety of experiences in school, but more importantly in the community, Project A.M.E.S. would be unable to meet its goal of independence for each student. In short, educational aides are given ownership in the curriculum which they are expected to implement under the direction of the classroom teacher.

In my experiences as a special education teacher and principal, I have found the relationship among teacher, educational aides, and building level administrators to be the real determiner of successful versus unsuccessful programming. Teachers, educational aides, support staff, and principal of Willson-Beardshear School have worked together to develop a curriculum. All parties have been given input into that process. Consequently, we all have a common direction. Without the direction our curriculum gives us, we all have the impossible task of defining our responsibilities. Educational aides have the right to know what is expected of them, along with a responsibility to implement their tasks. Teachers and principals have the responsibility to help define the role of the educational aide and recognize that they share an integral team-oriented responsibility with the educational aide.

The faults of teachers, educational aides, and principals are always obvious--afterwards. I'd like to address some observations we've made in Project A.M.E.S. relative to our involvement with each other. I will try to illustrate an extreme fault with its extremely successful counterpart.

Teachers

1. Teachers do not know what educational aides should be doing versus teachers clearly communicating their expectations to aides.

2. Teachers have educational aides work regularly with those students with the most severe handicaps versus teachers having educational aides work with those students who benefit from the aides expertise or amount of contact time the most.

3. Teachers have educational aides do the planning versus teachers who do their own planning but accept educational aides input into the planning.

4. Teachers set a poor dress and professional behavior model versus teachers who establish a positive professional model for educational aides and students alike.

Principals

1. Principals do not know what to look for when hiring an educational aide versus principals who hire educational aides on the basis of the job description and the personal qualifications of the candidate.

2. Principals do not develop personal relationships with educational aides versus recognition of the educational aide as an integral part of the inter-disciplinary team.

3. Principals have no training program for educational aides versus principals developing a training program with the principal as an active participant in the training process.

Educational Aides

1. Educational aides need to be told everything to do versus educational aides who are self-motivated and knowledgeable.

2. Educational aides who gossip versus educational aides who are confidential.

3. Educational aides lack general knowledge of handicaps versus educational aides with a knowledge of handicaps.

4. Educational aides communicate poorly with teachers versus educational aides who are considerate, good listeners, and contributors to the teacher.

Those of us in the Project are committed to the educational aide's role as an instructor of handicapped learners "with" teachers, not "for" teachers. It is my opinion that educational aides truly feel a sense of ownership in the Project. Each day is a new and exciting experience. For our students we stress the importance of functional, community-based, and age-appropriate clusters of experiences. So to is the role of the educational aide. The aide works in the natural community settings with the students, she/he acts in a manner which is appropriate to her/his age (serving as a positive role model for students), and most of all her/his work with handicapped learners is very functional.

As more school districts begin to utilize their educational aides in a more positive functional manner, the one recommendation I would make is that all educational aides receive inservice training relative to the newly defined position. Although there has not been turnover in educational aides in the three years of Project A.M.E.S., a program has been developed to initiate new educational aides into their job expectations. The components of our program consist of the following six categories: behavior management, communicating with students, consistency in follow-through, positive reinforcement, role descriptions, and improving and maintaining communications with teachers. Although the program is not lengthy (approximately three hours), it does provide for clear cut direction to a positive working experience. Potential communication problems are warded off and educational aides are provided with tools to lend support to teachers and students alike.

Equal responsibility in the training of educational aides for community-based, functional, and age-appropriate education must be shared with the classroom teacher. If teachers are not willing to share responsibility and receive input from educational aides, the educational aide will be doomed to complete ineffectiveness, regardless of ability and training. Consequently, the teacher must be properly inserviced in proper managerial techniques to use with his/her educational aide. The teacher must know the role, responsibility, and the job description of the educational aide. Additionally, the teacher should have input into the training process for educational aides.

I have attempted to share some of the positive qualities of our educational aides at Willson-Beardshear School. Quite frankly, I believe the educational aides have possessed many of these positive skills long before the advent of Project A.M.E.S. However, when given the chance to develop skills and demonstrate talents which they use in their everyday life, we find "teachers' helpers" become "educational aides", contributing members of the inter-disciplinary team.

Evaluation Through Structured Interviews With Fellow Employees

by John W. Millsapps, Ph.D.
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Willson-Beardshear School provides a program of on-the-job training for mentally disabled students (ages 14-21) at several job sites within the community of Ames, Iowa. Several students have been in training in competitive industry placements during the past school year. Regular employees at each of the job sites were interviewed by an independent evaluator.

Procedure

Structured interviews were conducted with randomly selected employees who had worked with the trainees from Willson-Beardshear School. One student or more had been working at each of the following job sites for several months.

Iowa State University Memorial Union Cafeteria - Salad Department
Bourns, an electronics manufacturing plan - Parts Testing
Starlite Village Motel and Restaurant - Salad Preparation
International House of Pancakes - Dishwashing
The Cabbage Patch - Preschool Aide
Mary Greeley Memorial Hospital - Salad Preparation
Ames Preschool - Kitchen Worker and Aide
Iowa State University, Main Office, Continuing Education at Scheman Center - Kitchen
Boyds Dairy Store - Stocking Shelves, Cleaning
Fareway Grocery Store - Bottle Sorting

Interviews were also conducted with workers at McDonald's Restaurant and HyVee Supermarket to gain those workers' perceptions of the Willson-Beardshear students as shoppers and consumers.

Results

The results of the interviews of fellow employees are summarized in Table 1. Twenty-one employees were interviewed concerning 13 trainees. Seven of the trainees were female; six were male.

On several of the interview items, some respondents offered qualifications to essentially "yes" answers:

I.e. ... appropriate social behavior?

> "Yes, but have to watch a little to see that she doesn't get too attached to co-workers."

"Yes, except for an inappropriate loud noise when yawning."
"Yes, and it improved a lot since he has been here."
"Yes, but looks down when answering a question; needs work on eye contact."
"Yes, usually, but sometimes has difficulty knowing that someone's not kidding."
"Yes, most of the time. Sometimes blurts out something inappropriate."
"Yes, but he has ups and downs, depending on what has happened before he arrives."
"Yes, most of the time. When he gets excited, he gets loud. It doesn't happen very often."

II.a. ... know how to do the job?

"Yes, some tasks do not need supervision; some do."

b. ... do the job?

"Yes, but is a little slow getting started."
"Yes, sometimes needs to be reminded."
"Yes, but we have to keep him busy (no different from others)."
"Usually does. Sometimes takes some prodding."

c. ... needs extra help to do the job?

"Not much"
"Not usually."
"Only when she needs additional materials."
"A little supervision (more than regular workers)."
"A little prodding to keep him going sometimes."
"A little help, sometimes."
"Needed some help with one task."

d. ... take longer than others to do the job?

"Yes, but getting faster at it."
"Probably not far behind normal speed."
"Unless we tell him to hurry."
"A little longer."
"Yes, but her work habits are better."
"A little, but has good work habits."
"A little, but does a good job."

III.a. Do you approve of the trainee working here?

"Yes, I'm still a little uncomfortable, but I'm getting there."

b. Do other workers approve?

"At first they were a little uncomfortable."

c. Could the trainee make it as a regular employee?

"Could work as helper, but couldn't substitute for someone."
"Yes, but still would need supervision."
"Yes, doing what she is capable of."
"Yes, there are other things he could do also."
"After a while, I think so. I don't know about long hours, though."
"Yes, with a little help."
"Yes, doing what she's doing, but not waiting on customers."
"On a limited basis. Don't know how she would handle a stress situation by herself. I think she might need someone else around."

The employees interviewed at McDonald's Restaurant and HyVee Grocery Store had the following types of responses to the interviewer's questions:

How do you feel about having the students in the store?

"I like to have them come through."
"It's good that they have a chance to do this."
"They are people just like the rest of us."
"Customers do look at them a lot, but it's no problem."
"I feel comfortable with them in the store."
"Glad to see that the handicapped are being helped and taught to help themselves and do these things."
"I think it's neat that they come here."
"At first I felt a little ill at ease, but now I look forward to their coming in."
"It was a new experience for them and for us."
"Would like to know their names so I could speak to them."

How was their behavior in the store?

"Their behavior is appropriate."
"They ask when they need help."
"They act serious about what they are doing. They don't horse around in the aisles."
"They are well behaved."

Does it take extra time to wait on them?

"A little extra, but not bad."
"They need a little help in finding items."
"A little extra time to check through the station."

Conclusions

The results of these interviews seem to demonstrate: 1) that moderately and severely mentally disabled persons can be successful in some jobs in manufacturing, supply, and service industries; 2) that properly trained mentally disabled persons may have work habits as good as, and sometimes better than, some nondisabled employees; 3) that mentally disabled persons have some of the same problems on the job as the nondisabled; 4) that a very positive attitude toward the mentally disabled develops among employers and fellow employees after the mentally disabled trainees have had a fair opportunity to demonstrate their abilities to do certain jobs; and 5) that the employers and employees interviewed are highly supportive of the A.M.E.S. Project.

Table 1

Work Habits of Moderately/Severely Mentally Handicapped Trainees, as Reported by Regular Production/Service Employees

Interview Item	RESPONSE		
	Yes	No	Yes, With Some Qualification
I. Conformity			
Does the trainee:			
a. Arrive and leave on time?	23		
b. Miss any work days?		23	
c. Take meals and breaks at appropriate times?	23		
d. Dress and groom appropriately for work?	23		
e. Display appropriate social behaviors?	15		8
II. Mastery of Job			
Does the trainee:			
a. Know how to do the job?	22		1
b. Do the job?	19		4
c. Need extra help to do the job?	4	12	7
d. Take longer than others to do the job?	2	14	7
III. Attitude			
a. Do you approve of the trainee working here?	22		1
b. Do other workers approve?	22		1
c. Could the trainee make it as a regular employee?	14	1	8

Evaluation Through Structured Interviews With Teachers, Administrators, School Board Members, and Support Personnel Associated With Project A.M.E.S.

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The purpose of this evaluation was to gather data related to the quality of the A.M.E.S. Project as perceived by persons associated with the Project in various capacities and at varying levels of involvement.

Procedure

Structured interviews were conducted with two classroom teachers, two principals (former and current), one central office administrator, two school board members, one speech clinician, one nurse, one physical therapist, one consultant, one workshop coordinator, and one social worker associated with Project A.M.E.S. at Willson-Beardshear School in Ames, Iowa.

Of the 13 persons interviewed, 8 had been closely involved from the beginning of the Project (over three years), 2 were closely involved for two years or less, 2 were well acquainted with the concept, goals, and accomplishments but not closely involved in the Project, and 1 was slightly acquainted, mainly through publicity associated with the Project (see Table 1).

Results

Responses to the interview questions are reported here as they were recorded by the interviewer. They are not specifically identified in terms of respondent group (i.e., teacher, principal, school board member, etc.) as analysis of the data did not indicate a need for such specificity.

Fifteen (15) questions were asked of each person interviewed:

1. How well acquainted are you with Project A.M.E.S.?

   (See Table 1.)

2. How closely involved with the Project have you been?

   (See Table 1.)

3. What did you think of the Project when it was first proposed?

   * Had a good feeling about it. I was encouraged by observing in other schools.

* I heard of it where I was working before. I agreed with it and liked what I heard, but I had to see it done.
* Thought it was a good idea, but didn't know if we could really do it.
* A bit overwhelmed because of some of the expectations. I've changed my mind a lot since then.
* Enthusiastic about it. Had a strong feeling about integration with general education and a strong link with general education. It was a natural progression of our efforts in the district.
* Can't remember specifically, but I was supportive of projects that would benefit the handicapped.
* Neat idea. Had reservations at the time about whether it would be a financial burden on the district. The goals and ideals of the Project are not easily quarrelled with.
* Thought it sounded good. Made common sense.
* No feelings one way or another. No preconceived ideas.
* A bit skeptical of the MD students being able to do a job and stick to it. Also, thought that behavior would be a problem on the job.
* Thought it was overly optimistic.
* Thought it was a good idea, but I had some doubts about whether it could really be done.
* Excited about it from the beginning.

4. How successful do you think the Project has been? Has it accomplished what it set out to accomplish?

* Outstanding, but I'm biased. It generated a concerted team effort. Yes, it has accomplished the goals. Has been successful in placing students and maintaining placements.
* Pretty successful--9 on a 10-point scale. We didn't set ourselves up for failure. We bit off only as much as we could chew.
* Accomplished more than the original goals. Also added Domestic Living, Recreation/Leisure, Community Mobility.
* Very. Has accomplished all goals and gone beyond.
* Yes, very successful.
* Haven't seen evaluation of Project. Have the impression that it has been successful.
* Yes, I think so, but I think that maybe they have some things that they still need to do.
* Very successful. Has accomplished goals.
* Yes and more.
* Very successful. Still some "rough areas" to be smoothed out.
* Very successful. Met all of the goals.

5. What is the most important accomplishment of the Project?

* Benefit to society: the self-sufficiency of the person and positive self-image. Appropriate social behavior.
* Development of all four domains (Vocational, Recreation/Leisure, Community Mobility, and Domestic Living) in an integral fashion.
* Has changed entire philosophy of special education (looking at what children need in the future as well as immediate needs).

* Development of the entire working curriculum rather than just the Vocational component.
* The expectations that we now have for these kids.
* Involvement of community in the Project.
* Helping individuals to achieve a sense of self-worth in the real world and to realize that they can function in the world.
* Higher expectations of students. That they can be relatively independent and perform competitively with others.
* Community involvement. What the kids do in the community. The "communication" with the community.
* Getting them out into the community instead of a sheltered situation.
* Change of attitude among school staff and community members regarding ability of students to succeed in competitive employment settings.
* The students now act more like normal.
* Development of self-esteem and independence in the students.

6. Do you consider the Project worthy of replication elsewhere?

* Yes, and it has been replicated (four or five pilots elsewhere).
* Yes, absolutely.
* Yes. (three respondents)
* Yes, definitely. (five respondents)
*Yes, it's a good model.
* Yes, we could even promote it more and publicize it more.
* Yes, this is the way these students should be taught.

7. What do you consider a weakness or failure of the Project (if any?

* A problem related to Project management: Visitations were a drain on staff and maybe we slighted the area of preparation for mainstream living.
* We haven't worked enough on informing the community of the Project through job sites and school settings (selling other educators on this type of learning environment).
* Wish we could carry it more into the home (follow through with Domestic Living).
* Can't think of any. (four respondents)
* Nothing really, just normal growth problems.
* Not enough publicity. Haven't told the board enough about it?
* Difficulty in finding placements (variety of sites), and it would be more difficult in a less urban setting.
* Not enough parent involvement.
* We are training them to do some things that they won't have a chance to do after they graduate (because of lack of group homes and because of the poor economy at present).
* Extreme pressure and stress on staff (but energizing). We need a lot of reinforcement.

8. Are you aware of any unexpected or unplanned results?

* We benefited as a district from nation-wide publicity through presentation at national conventions, etc. Curriculum became program-wide rather than an "add-on" component.
* Development of educational aides as such strong participants on the instructional team.
* The Project has changed my whole attitude toward teaching the handicapped. The students are learning things that they can use.
* Students appear less retarded when doing a job (less behavior problems).
* Morale building in Willson-Beardshear (recognition of accomplishment).
* No.
* Publicity on Project helped raise the money for a group home. Community awareness of students and how to relate to handicapped.
* Started as Vocational program and expanded to total curriculum.
* Student being able to use the telephone to call and ask what to do when one job site closed down unexpectedly.
* Formation of adult group in Ames. Project A.M.E.S. was probably responsible for this.
* Community effect (positive) by contact with these students (seeing all that they can do)
* Yes, the students have taken adults as models and as peers and do not "cluster" with other MD students nor do they copy behaviors of "their own kind". They have developed a new social awareness towards "normal" people. We did not expect the skill levels and independence that we have seen develop.

9. Do you anticipate continuation of the "Project" when special state Project funding is no longer available?

* Yes. There has been a gradual reduction in funding from the Project and a gradual increase from the district.
* Yes, it will grow bigger and better. Success breeds more success. We need to be receptive to development in the group home placements so that all of the training will not be wasted.
* Yes. (eight respondents)
* Yes, no matter what the funding is.
* Definitely.
* Yes, and will change and improve as necessary.

10. Will it be cost effective (will weighted dollars support it)? If weighted dollars will not support it, how will it be supported?

* Yes. (seven respondents)
* Yes, as long as it's well managed.
* Yes, our cost analysis has shown that it is cheaper.
* I don't think so, but some things just can't be judged like that. The benefits override the cost.
* Yes, the district is now supporting it. (two respondents)
* Yes, and when the adult "end" of program becomes well established, it will be more so.

11. In working with employers, have you observed any change of attitude toward the handicapped?

- * Yes, actually the big changes came with the employees rather than the employers.
- * They become more realistic, more genuine, more honest about how they really feel about the student trainees.
- * Yes, they now interact more appropriately.
- * Yes, A positive change. One of our (graduated) students has been hired by one of these employers.
- * Indirect comments have been positive. I've had no direct contact with employers.
- * The more contact with students, the more receptive they are and they do ask for help in dealing with inappropriate behavior.
- * Yes, owners, managers, and fellow employees. I've seen a lot of "turn-around".
- * They are not "fearful" of the students now.
- * Co-workers and employers have expressed surprise that students can do so much and that each is an individual with a unique personality.
- * Haven't worked directly with employers. (three respondents)
- * Yes, they have discovered that the students make good employees and are individuals who are different from one another.

12. What changes, if any, do you see in the Willson-Beardshear students as a result of job placement?

- * Behavior has changed as a result of realistic mainstreaming in community. Appropriate behaviors have been enhanced.
- * Pride in jobs and personal appearance, pride in selves.
- * They have had to "grow up"--we expected maturity from them and they have adjusted to it and generalized.
- * More independence, more appropriate social skills (more like "normal" people). Other skills such as dress, grooming, using transportation (mobility) have improved.
- * Progress in social skills.
- * Better social skills, mixing with community members.
- * Have heard indirectly that students have changed positively.
- * They have developed sense of responsibility and pride. It makes them feel good and more self-worthy knowing they can do something that is important.
- * Social and adaptive behavior growth. Job placement has forced them to "grow up".
- * They are happier when they are busy. Feel better about themselves, having worth, getting paid, and being allowed to use the money.
- * Much more appropriate social behaviors.
- * Act more adult-like (social behaviors have improved), more pride in themselves.
- * Yes, from awareness level in workshop to actual placement. Social skills have improved.

13. Have you observed any personal benefits from your involvement with the Project?

* I grew a great deal professionally. My involvement was personally rewarding also.
* I have grown professionally as part of the program.
* State recognition, name on articles, presentations at conventions.
* A lot of intrinsic rewards. I feel good as a teacher, excited. I like to come to work. My attitude is very good.
* Good sense of well being from being supportive of the program.
* Made me much more comfortable dealing with these students.
* Feel good about what's happening with the kids. More appreciation for handicapped. Also respect for teachers of handicapped has increased many times.
* Have used some of the ideas with my own children. I feel good working here because I see good results of what we are doing.
* Whole new insight into the area of severely/profoundly handicapped.
* Positive thinking and support among staff. Helping one another. Feel good about coming to work. I get tired from work, but it's a "good" tired.
* Have learned about curriculum development, working as a team, working with parents of mentally handicapped.
* Professional growth: Have had to apply a lot of new information. Have "toned-up" a lot of skills and learned new ones. Tremendous amount of challenge in the team effort at Willson-Beardshear. Real satisfaction from seeing the results.

14. What do you see for the future of Project A.M.E.S.?

* Will depend upon how well the program can sell the concept of independent living and working to the community and to follow-up on this.
* Greater amount of involvement of community at large. Changing curriculum as society's needs change. Greater involvement for better continuity from preschool through graduation to Community Mobility and Vocational development and placement.
* Future looks good. We'll keep it going with new ideas being generated.
* Same, with more work sites. Our graduates will be getting jobs that they can work at permanently.
* Will continue to grow, progress according to needs of students and community.
* I am highly supportive of continuance of program and any improvements that can be made.
* The Project will continue at least at its present level. If those in the program recommend expansion, we'll certainly listen.
* Will need to continue to investigate new training sites and permanent sites for employment. Also need to involve parents more in follow through (looking for jobs, etc.). More emphasis on preparing students and parents at an earlier age (preschool).
* The Project will continually improve and grow.

- Continuity from preschool through job placement, etc. Independent living homes to make certain that independent living skills are used. Maybe more concerted effort toward informing parents and enlisting their efforts toward more use of independent living skills.
- Hope to continue building and refine the program. Maybe develop a "Project A.M.E.S." for adults at county care facility or developmental center.
- Maybe more team teaching. Less rigid class barriers (movement from one group to another) to promote or allow more individual meeting of needs. Involve parents a lot earlier (in preschool) and a lot more (to alleviate any resistance that they may have).
- Need to work on community mainstreaming because of the high skill levels that have developed. More work needs to be done in Recreation/Leisure area. General upgrading of program as we continue. Maybe some time changes made, e.g. more time allotted for some activities at senior class level.

15. Any further comments?

- Still need more work with mainstream living to prepare students for living in society after graduation. Probably needed to get started working with parents earlier. Didn't do enough soon enough for follow-up in the community. It evolved so rapidly that it was hard on the staff. (It was a good thing that they had the aides to help them.) Overall atmosphere was "up beat" and positive and still is.
- Dedication of staff is superb, and excitement and enthusiasm is unbelievable. The experience of success breeds more success.
- Central administration (Lu Kiser) should be commended for being willing to try things such as this.
- Need to get families more involved with goals of program and follow-through and discussion of why they need to think about the future.
- Need to involve parents more in visiting the work site and to teach them more about working with their children at home--Recreation/Leisure, Domestic Living, Community Mobility (follow-through). May need to start at preschool level in getting parents more involved.
- Pride and flexibility have developed among staff and will allow the program to grow as necessary.
- It's neat to be a part of this Project; it's so logical!

Conclusions

Positive feelings run high among all respondent groups. School board and central administration are highly supportive of the Project as are all respondents who work closely in the day-to-day operation. Teachers, principal, and support personnel indicate that the high degree of operation and energy make the Project work is easily balanced by the high level of satisfaction experienced in seeing the results reflected in the students and in the community. Teamwork is obviously an integral and important component of

Project A.M.E.S., and an esprit de corps is very apparent among team members. Respondents are certainly not relunctant to point out weaknesses of the Project and to share very definite ideas and plans for dealing with those felt weaknesses.

The concept of Project A.M.E.S., the goals, objectives, and accomplishments are widely accepted among the respondent groups interviewed; and although the Project is reported to be cost-effective for the school district involved, the results of the interviews suggest that the fiscal question is a secondary one, that the value to the individual students and to the community in general far outweighs that cost in dollars.

Table 1

Relative Involvement of Respondents

N	Role	Closely involved over 3 years	Closely involved 2 years or less	Well acquainted with goals and accomplishments	Acquainted only through publicity/reputation
2	Teacher	2			
2	Principal	1	1		
2	School Board Member			1	1
1	Central Office Administration			1	
6	Support Personnel	5	1		

Chapter 2

Nonschool Instruction For Severely Handicapped Students at Riverside School in Sioux City, Iowa: How Much is Enough?

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Chapter 2

NONSCHOOL INSTRUCTION FOR SEVERELY HANDICAPPED STUDENTS AT RIVERSIDE SCHOOL IN SIOUX CITY, IOWA: HOW MUCH IS ENOUGH?

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Introduction

> ...Please assume you know a student who can learn, but not as much as 99 percent of her peers: who needs a lot more time and trials to learn and to re-learn than almost all; who remembers some things but who forgets proportionately more than almost all others; who rarely, if ever, puts information gathered from several different experiences together so as to function effectively in a novel situation; and who has serious difficulties generating solutions to practical problems without direct and specific training. How much of her valuable educational time should be spent in the physical space of a school and how much should be spent receiving direct, systematic, individualized, and comprehensive instruction in the actual nonschool envrionments in which she currently functions and those in which she might function in postschool years? (Brown, Nisbet, Ford, Sweet, Shiraga, and Loomis, Note 1)

This question, posed by Brown and his colleagues, forces us to examine what we know about the learning and performance characteristics of a severely handicapped student and how these characteristics influence decisions regarding the places in which we provide educational services. It addresses the fact that an educational goal for all students, including a severely handicapped student, is to function in community, domestic, vocational, and recreation/leisure environments and that the unique learning and performance characteristics of a student must be determining factors when scheduling the amount of instruction that is needed in nonschool environments.

Increasingly, educators are pointing to the benefits of providing instruction in a variety of nonschool environments including restaurants (van den Pol, Iwata, Ivancic, Page, Neef, and Whitley, 1981), grocery stores (Wheeler, Ford, Nietupski, and Brown, 1980), arcades (Hill, Wehman, and Horst, 1982), public transportation environments (Coon, Vogelsberg, and Williams, 1981 and Neef, Iwata, and Page, 1978), and vocational environments (Rusch, Weighers, Menchett, and Schutz, 1980). Concomitantly, more and more teachers report "If we really want this student to benefit maximally from instruction, we would use environments that are identical to or close approximations of those in which he/she functions during nonschool hours" or "We can't possibly teach him/her all the skills he/she needs if our instruction is confined to a school building." The question is no longer "Should educational time be spent in nonschool environments?", but "How much educational time should be spent in nonschool environments.?" or "How much is enough?"

There are many ways to analyze the amount of educational time that has been ascribed to nonschool instruction. For example, staff members at Riverside School have examined the Individual Education Program (IEPs) of the students and recorded the number of objectives that have been implemented in nonschool versus school environments. A review of administrative reports of nonschool instruction might be made which provide a cumulative record of nonschool experiences for each student (See Figure 1 for an exmaple of a monthly nonschool instruction report utilized at Riverside School). Still another strategy might involve an examination of weekly schedules from which instruction is based.

Upon performing such analyses of the amount of time attributed to nonschool instruction, it becomes apparent that, often, the decisions to teach in nonschool environments are made arbitrarily with little or no regard for the unique learning and performance characteristics of a student. Many successful attempts were made by staff members at Riverside School to make this decision-making process less arbitrary. Throughout the 1981-82 school year, staff members met and shared their ideas, concerns, and strategies related to nonschool instructional decision-making. For the purposes of this paper, many of these ideas, concerns, and strategies have been formulated into a series of questions. Hopefully, the questions posed throughout this paper will assist others who are attempting to arrive at reasonable determinations of the amount of instructional time to ascribe to nonschool instruction.

The Severely Handicapped Students Enrolled at Riverside School

The majority of severely handicapped students who reside in the Sioux City area attend Riverside School. Figure 2 provides an overview of programs to which the students were assigned during the 1981-82 school year. Students were assigned to three primary programs, three intermediate programs, and three secondary programs. Supplemental vocational services (generally offered in nonschool environments) were provided to students at the secondary level. In addition, a staff person was available to provide home-based instruction and school instruction to students who were labeled emotionally disturbed and mentally retarded.

Primary. The chronological ages of the students enrolled in the three primary programs ranged from six to ten years. Eight students were enrolled in the classroom for moderately and severely handicapped students. The kinds of instructional activities to which these students were exposed included performing classroom jobs, counting money, reading and communication, grooming, and learning new recreation/leisure skills. Five students were enrolled in the classroom for severely handicapped students. These students were often grouped with the students who were assigned to the severely multihandicapped class. The weekly schedules for these two primary classes are presented in Figures 3 and 4. (Schedule I represents the schedule which was operative in September of 1981, and Schedule II represents that which was operative in June of 1982).

Intermediate I. The chronological ages of the students enrolled in the two intermediate I programs ranged from ten to thirteen years. Students enrolled in the moderately and severely handicapped class received functional academic training in skill areas such as reading, time telling, and money handling. Opportunities to apply these skills to nonschool settings were provided on a regular basis. For example, small grups of students were sent to the IGA grocery store which was located one block away from the school. In addition, students rode the public bus on a weekly or biweekly basis to other community sites such as Southern Hills Mall, Riverside Library, and a movie theater. Approximately forty-five minutes per day were spent on vocational skill training. Students learned how to perform jobs in the school building such as washing or folding towels, running errands for the office, and preparing school mailings. Domestic training related to bedmaking, dishwashing, vacuuming, and setting and clearing tables was also a part of the curriculum to which these students were exposed. Five students with severe physical handicaps were enrolled in the other intermediate I program. Here attempts were made to address communicative, positioning, and other therapy-related objectives within the context of activities which were domestic and recreational in nature.

Intermediate II. Students enrolled in the interemediate II program (or what was referred to as the "junior high" program) had chronological ages which ranged from thirteen to fifteen years. On Mondays through Thursdays, the students functioned from a schedule similar to that of the secondary students. On Fridays, they received a complete day of nonschool instruction in community and recreation/leisure environments, i.e. Southern Hills Mall, Riverside Library, IGA, and the Post Office.

Secondary. The chronological ages of the students enrolled in the three secondary programs ranged from fourteen to twenty-one. The two programs for moderately and severely handicapped students functioned on a departmentalized schedule which included the intermediate II program. Some of the curricular areas scheduled throughout the week were prevocational, community mobility, home living, communication, math, social skills, etc. (See Figure 5 for a master schedule.) The secondary program for severely multihandicapped students had five students enrolled. To make the most of the in-school instructional time, functional routines that naturally occur in the school day were utilized for training purposes. For example, students were trained to do many jobs that needed to be performed for the "school". Folding towels, washing dishes, and emptying wastebaskets from the classrooms are a few examples of the kinds of school jobs performed. After physical education class, students engaged in a grooming routine which included instruction on showering and dressing skills. Much of the students' instructional time was spent in nonschool environments. Students developed skills related to purchasing items at Riverside Drugstore and IGA, having a coke at Harvey's restaurant, eating lunch at the mall, riding the bus and street crossing, etc.

Vocational. Students from the secondary programs received vocational training in nonschool instructional sites. This instruction, referred to as "work experience", was also provided to students in the intermediate programs when short-term jobs were procured by the work experience coordinator. A total of twenty-two secondary students were served in eleven different nonschool sites during 1981-82. The names of these sites are listed in Figure 6.

Since initially, decisions about nonschool instruction should be made for an individual severely handicapped student and not for a school, a program, a functioning level, etc., we will depart from the discussion of "classes" to examine the topic of scheduling nonschool instruction from the perspective of "individual student needs.

How Can We Design an "Individualized" Schedule for Each Student in Our Classes? Public Law 94-142 requires that parents participate in the design and implementation of the IEPs offered their handicapped child. As a result, parents/guardians, teachers, and school officials are meeting to prioritize the current and future life space needs of individual severely handicapped students. As might be expected, the goals and objectives that emerge from an IEP session regarding the needs of one student are likely to differ substantially from those identified for another in the same class. How then do we design schedules which accommodate all the individual determined needs when the staff-to-student ratio is two to eight, when some students need bus training and others do not, etc.?

Logistical constraints may induce teachers to make less than desirable educational concessions. However, sincere efforts must be made to resist a tendency to concentrate on logistical factors before securing critical information about the nonschool instructional needs of a student. Consider a parent who indicates during an IEP session that his physically handicapped child could benefit from instruction at the YMCA; and a teacher who, in response to this parental input, says, "I'm sorry, but we don't have a way to transport your child to this site nor do we have the staff to provide the necessary instruction." Here constraints related to transportation and staff allocations ended all further discussion regarding instruction at the YMCA as compared to recognizing the potential problem factors and exploring all possible options.

The point worthy of emphasis here is that reasonable concessions cannot be realized until attempts are made first to secure information about the needs of each student in one's charge and then explore all possible strategies to address logistical and other factors before discounting an educational need. At least then we can fully analyze the programmatic sacrifices necessary because of an unmanageable staff-to-student ratio, a transportation limitation, a related service allocation, money, etc., and work cooperatively with administrators and other staff members to overcome these barriers in the future (See Nisbet, Adams, Bangston, Muraski, Schneider, and Johnson in this manuscript for a discussion of the barriers to nonschool instruction which were overcome by staff members in Fort Dodge).

Estimating the Amount of Time to Ascribe to Nonschool Instruction

The process of selecting the specific environments and activities that will receive direct instructional attention is referred to as the "prioritization" of curricular content. A critical question that must be asked throughout this prioritization process is, "What factors should be considered when delineating the specific environments and activities in which a student will be taught to function?" In response to this question, some of the factors to consider when prioritizing curricular content have been delineated across at least the following domains (See Figure 7): Domestic (Pumpian, Livi, Falvey, Loomis, and Brown, 1979), Community (Brown, Falvey, Vincent, Kaye, Johnson, Ferrara-Parrish, and Gruenewald, 1980; Nisbet, Falvey, and Johnson, Note 2), Recreation/Leisure (Ford, Brown, Pumpian, Baumgart, Nisbet, Schroeder, and Loomis, 1982), and Vocational (Shiraga, Note 3).

It is intended that factors such as those presented in Figure 7 be openly discussed during IEP sessions. A format offered in Figure 8 represents one strategy that could be used during planning sessions to delineate the environments and activities discussed and prioritized in reference to these factors.

Although this prioritization process leads to determinations about the domains, environments, and activities that will comprise a student's IEP, it does not sufficiently address the question, "How much educational time should be spent in nonschool environments?"

A Series of Questions. Rarely, if ever, can it be inferred that a severely handicapped student who has demonstrated acceptable performance in school will be able to demonstrate that same level of acceptable performance in a nonschool environment without instructional interventions in that environment. Thus, to assist a teacher in estimating the amount of nonschool instruction appropriate for an individual student in a select environment, the following series of questions may be considered.

1. What is the chronological age of a student?

   Generally, as the chronological age of a severely handicapped student increases the amount of instructional time spent in the physical space of a school should decrease. More specifically, "it seems reasonable that from ages eighteen to twenty-one, most, if not all, direct instruction should be provided in a wide variety of nonschool environments in which the students will function at graduation" (Brown, Nisbet, Ford, Sweet, Shiraga, and Loomis, Note 1).

In part, the vocational program at Riverside School was developed to offer an older severely handicapped student nonschool instruction that was systematically and directly related to preparing that individual to function in vocational environments and activities in which he/she might function in the future. Since 1979, the number of students receiving nonschool vocational instruction has increased dramatically. This upward trend depicted in Figure 9 is expected to continue as more and more classroom teachers assume responsibility for providing regular instruction in nonschool environments.

2. Does the student exhibit behavior which may interefere with learning and performance?

The presence of interfering behavior is likely to influence the ability of a student to function within a variety of contexts. Such interfering behavior may include:

a. Motor Skills Deficits, i.e. limited mobility; limited ability to reach, touch, and manipulate objects within close proximity; limited ability to position oneself for optimal learning, etc.

b. The Presence of Abnormal Bodily Posture and Movement, i.e. assymetrical tonic neck reflex, symmetrical tonic neck reflex, tongue thrust, etc.

c. Sensory Modalities That Are Weak or Nonfunctional, i.e. impaired vision and/or hearing, tactile defensiveness, etc.

d. Self-Stimulatory Behavior, i.e. finger flicking, eye gazing, ruminating, etc.

e. Other Health Considerations, i.e. seizure activity, effects of medication, respiratory problems, etc.

For example, a teacher may have to account for the additional time it may take a nonambulatory student to learn to wheel his/her chair to a Vocational site, to acquire the necessary movements to make a bed, to dress and undress for swimming class, etc.

Many students are now able to manipulate objects that were considered beyond their physical abilities due to the concerted efforts of teachers. Glendene Nichols offers the following anecdotal record of one of her students at Riverside School:

> As an eighteen year old, this moderately handicapped student with cerebral palsy did very little housework, could not change her bedding, could not set the table correctly, vacuumed and dusted with difficulty, whined and cried because she was afraid of straight pins used in sewing projects, could not thread a needle or tie a knot, could not sew on buttons, and could not follow a chalk like to sew on the sewing machine.

> That same person, who is now twenty-one, assumes regular duties at home; sets the table correctly and teases her parents when they make a mistake; can change her bed; threads a needle and ties the knot, though sometimes too high on the thread; sews on buttons correctly; places pins on patterns and tells others that "pins won't hurt you"; cuts along the pattern almost perfectly; sews on the machine; identifies utensils and uses them to help in the kitchen at home; vacuums and dusts well...

On a related point, it is often felt that socially inappropriate mannerisms may interfere with performance in nonschool environments. Unfortunately, there is a tendency to exclude the student of concern from nonschool instruction until he/she has learned to control this inappropriate behavior. It is increasingly apparent to many educators that the instructional experiences offered must be representative of many heterogeneous current and postschool environments in which the student functions or will function. Although a student's maladaptive behavior may become "controllable" in a school setting, it does not mean that that same control will be demonstrated in nonschool settings. In fact, many teachers, who at one time had reservations about providing nonschool instruction to students with behavior problems, report that behavior which interferes with performance in school is often not exhibited when instruction is provided in nonschool environments. There is every reason to expect that the longer we delay teaching a severely handicapped student to function appropriately in nonschool environments, the greater the chances that he/she will perform differently than those nonhandicapped persons who generally function in those same environments.

3. To what extent has the student made progress in the Domestic, Community, Recreation/Leisure, and Vocational environments utilized in the past?

As a teacher summarizes past information, it is important to assimilate the data in a manner that facilitates a reasonable understanding of the nature of past intervention strategies and the resultant student performance in nonschool environments.

A strategy for organizing information pertaining to the past intervention strategies and the corresponding student performance might include:

a. A delineation of the environments that have been utilized for nonschool instruction on a regular basis,

b. A description of the primary activities in which the student engaged within each environment, and

c. An indication of the performance level attained in relation to each activity.

Undoubtedly, this past performance information can be of value when determining whether additional instruction is needed in a particular nonschool environment. Furthermore, it can be determined if little or no nonschool instruction has occurred in the past. In either case, the teacher must ask, "Are there nonschool environments in which the student should be prepared to function but have not been addressed in past IEPs?" Responsible answers to such questions cannot be obtained without input from parents or guardians.

4. What do the students' parents/guardians have to say about their child's performance in nonschool environments?

Most professionals responsible for the educational programming of severely handicapped students acknowledge that parents/guardians are in the best position to evaluate the performance of their son/daughter in nonschool environments. A questionnaire which was utilized to collect information from parents/guardians related to the past and current performances and future needs of their son/daughter is presented in Figure 10. Questionnaires and many other strategies such as parent/teacher conferences and large group parent meetings can be employed to:

a. Secure a reasonable understanding of the severely handicapped student's past and current skill repertoire in a variety of nonschool settings;

b. Secure information pertaining to the opportunity and ability of the severely handicapped student to transfer skills acquired in school to relevant nonschool environments;

c. Secure information regarding any plans the parents might have made with respect to their severely handicapped child's future or postschool living arrangements;

d. To secure parent preferences and other information critical to the development and implementation of a nonschool instructional component of an IEP; and

e. To secure structural information pertaining to the weekly routine of the severely handicapped student during both summer and school year months in order to determine the environments and activities in which he/she engages, the persons with whom he/she interacts, etc.

5. What is known about the unique learning and performance characteristics of a student?

As stressed throughout this paper, the scheduling process must also address, in instructionally defensible ways, the unique learning and performance characteristics of a student. Information secured from school reports, parent conferences, personal observations, etc. should enable a formulation of a student's learning and performance characteristics.

Brown, et. al. (Note 1) have asked teachers to consider at least seven major learning and performance characteristics when determining the need for nonschool instruction. These seven characteristics have been converted to questions and are presented below:

a. How many skills has a severely handicapped student acquired in relation to the number of skills he/she can acquire over a twenty-one-year period?

Since over a twenty-one-year period the number of skills acquired by a severely handicapped student will be significantly fewer than his/her nonhandicapped peers, more direct efforts must be made to prepare the student to function as constructively as possible in a wide variety of least restrictive environments in which he/she may function after graduation. It is critical that clear instructional priorities are established and that valuable instructional time not be wasted teaching nonfunctional skills. According to Jane Van Gorp:

> After taking a serious look at our school program and determining how effectively instruction was geared to each of the four domains (Vocational, Domestic, Recreation/Leisure, and Community Mobility), several changes have resulted. More instructional time is occurring in nonschool environments. The classes are participating in Recreation/Leisure activities (bowling, arcade games, movies, swimming, etc.) as well as learning to utilize public facilities in the community (library, hospital, bank, museum, restaurants). For each of these activities, the student is required to cross streets and use the city bus.

b. How many instructional trials are needed to acquire skills at a meaningful performance criteria?

Generally, a severely handicapped student requires a greater number of instructional trials and significantly more time than his/her nonhandicapped peers to acquire skills at a meaningful performance criteria. For example, it took a nonhandicapped six-year-old two weeks to use good judgment when crossing a low rate traffic intersection on his way to school. A severely handicapped student may require years to training before demonstrating similar judgment skills. This slower rate of skill acquisition must be taken into account when addressing the amount of instructional time needed in nonschool environments. Since throughout the schooling of a severely handicapped student, it is likely that he/she will acquire significantly fewer skills than his/her nonhandicapped peers, it is extremely important that the skills taught bechronologically age appropriate and directly preparatory in nature.

c. How much confidence can we have that skills acquired in a school environment will be performed acceptably elsewhere?

Educators regularly express very little confidence that a severely handicapped student will transfer the skills acquired in one environment to another under similar yet different and novel conditions. Upon evaluating various aspects of her 1981-82 program, Cheri Hamilton makes the following point concerning this learning and performance characteristic:

> Several of my students are rarely taken out in public. This year our students enjoyed going to: our inside mall, Diary Queen, a grocery store, a hospital, swimming at the "Y", going out to eat, and a movie. But I feel it would be even more beneficial to visit every student's neighborhood. Wouldn't it be great if they could function right where they live? For example, could they find their way to the corner store and back? Could they find a neighbor's house if left alone and needed help?
>
> My plan is to contact each parent and see if we could visit their house.[1] We could spend the day learning how to function in the neighborhood. I feel instruction of this nature would be a school year well spent (June 4, 1982).

In order to secure actual information about the skills required in nonschool environments, teachers observed and recorded the behavior of nonhandicapped persons as they engaged in select activities within these environments. Variations of ecological inventory strategies (Brown, et. al., 1980) were utilized to secure information about the skills performed by "buspersons at York Steak House" (See Figure 11), by persons "crossing the street" (See Figure 12), by persons "riding the public bus" (See Figure 13), by persons "cleaning the living room" (See Figure 14), by persons "playing poker" (See Figure 15), by persons "playing records" (See Figure 16), etc.

d. What is know about the ability of a student to acquire complex skills?

According to Brown, et. al. (Note 1):

> ...Teaching complex skills that require so much time and effort that severe curricular imbalances accrue should be minimized. Spending two hours per day learning to categorize foods into four groups at the expense of learning how to prepare a simple meal, purchase food items at the grocery store, and order food items from a restaurant menu is but one example.

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[1] Three of the five parents have already agreed to this arrangement.

Jane Van Gorp could have spent years teaching a student rudimentary addition and subtraction skills, however, even with all of that training, it is doubtful that the student would be able to use even those basic math skills in functional contexts. Instead, Jane, as she states below, has taught this student to utilize a pocket calculator:

> Currently, the teacher gives Rick enough $1 bills to pay for the groceries. Rick in turn puts that number on the calculator; and by means of repeated subtraction, determines if he has enough money to buy all the groceries. Rick knows that if he comes up with a "-" (minus) sign on the calculator, he does not have enough money. Rick puts the money in his billfold and walks to the store. After locating the groceries, Rick goes to the checkout stand where he counts out the $1 bills and receives the change and the sack of groceries. Rick enjoys this activity, he is becoming more independent, and is learning the total sequence of steps involved in buying groceries. A similar procedure is used when going to a department store.

e. To what extent can a student retain or recoup performance previously acquired at an acceptable criteria?

What is the likelihood that a severely handicapped student will retain a skill after a significant passage of time during which opportunity for performance does not occur? How many times have we commented on the loss of skills when a student returns from summer vacation, winter vacation, etc.? And how much instructional time does it take before the student regains or recoups the level of performance previously acquired? The answers to these questions almost always indicate that the severely handicapped student of concern has retention-recoupment difficulties. To address such difficulties, as much as possible, activities should be selected that are required of the student on a regular basis.

f. How capable is a student in synthesizing skills acquired in different contexts in order to apply them to another context?

If a severely handicapped student learns how to phonetically analyze words during "reading", learns how to use a pocket calculator during "math", and learns how to use a picture communication booklet during "language", will he/she be able to synthesize these skills and apply them to the context of "ordering food at McDonald's"? Generally, to ensure the application of such reading, math, and language skill, direct instruction is needed in the environments of concern.

g. How much can we rely on a severely handicapped student to utilize existing skills and information to generate new knowledge?

If we teach a student to count nickels and dimes and then five dollar bills, chances are slim that he/she will be able to count ten dollar bills without direct instruction. There can be little confidence that a student will utilize bits of information to generate new knowledge. Whereas this type of generative performance is desirable and efforts should be made to teach strategies to a student rather than rote skills, it is clear that if educators desire the performance of a new skill, direct instruction must be made toward that end.

Scheduling for the "Class": Estimations are Absorbed in Practice

At some point, a teacher must begin to look at information pertaining to the "class" in addition to an individual student. By utilizing the information from IEP sessions, the estimations of the amount of time to be ascribed to nonschool instruction and the personnel available, student-environment-teacher-group-day-time relationships can be established. To many, the term "established" may denote a rather fixed quality to scheduling. This is an interpretation that must be avoided. As the needs of the students in the class change and our awareness of their unique learning and performance characteristics heightens, so must the schedules change.

The schedules utilized by Sally Burr (See Figure 3) and Deb Bzoski (See Figure 4) provide examples of schedules which stem from an evolving process. During this process, Deb and Sally recorded many of the factors which were considered when designing or re-designing a schedule. Deb and Sally, who provided instruction to primary-aged severely multihandicapped students, offer the following additional considerations which led to many of the changes made in the schedules illustrated in Figures 3 and 4:

1. Based on baseline data, chart the specific time and anticipated duration of each activity considered to be relatively inflexible and schedule accordingly:

    a. bathroom usage,
    b. mealtime,
    c. positioning requirements,
    d. bus arrival and departure times, and
    e. other.

2. Next, account for less flexible activities and environments:

    a. nonschool sites;
    b. activities that involve specialized personnel (e.g., recess, art, music, physical education, IMC); and
    c. other.

3. Schedule larger blocks of time, planning for the time needed to initiate, prepare for, participate in, and terminate an activity by:

    a. accounting for the most natural times during which an activity is likely to be engaged (e.g., brushing teeth follwoing a meal); and

b. accounting for the establishment of a routine so that students can learn to predict "what's next?"

4. Continue to evaluate and revise schedule in order to:

   a. reduce "dead time". "Dead time" refers to the amount of time available to a student during which few if any actions are required and during which a person engages in maladaptive, inappropriate, or counterproductive actions;
   b. maximize instruction by aides, student teachers, related service personnel, etc.;
   c. maximize social interactions between students; and
   d. incorporate therapy goals into the context of functional activities.

Summary

Basic to the educational goals of all students is the acquisition of skills that will enable greater access to a variety of environments. If we are concerned that a severely handicapped student learn the variety of skills necessary to function maximally in Domestic, Vocational, Recreation/Leisure, and general Community environments, we must specifically arrange for those skills to be taught by scheduling instruction in the environments in which these skills are actually required. The scheduling process presented here involved the asking and answering of a series of questions which were designed to facilitate decision making related to the overall question, "Nonschool instruction: How much is enough?"

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Month of ____________ Monthly Program Report for ____________
(Student)

Community Domain

Date ________ Site ____________ Activities ____________

Date ________ Site ____________ Activities ____________

Date ________ Site ____________ Activities ____________

Recreation/Leisure Domain

Date ________ Site ____________ Activities ____________

Date ________ Site ____________ Activities ____________

Date ________ Site ____________ Activities ____________

Domestic/Vocational Domain

Date ________ Site ____________ Activities ____________

Date ________ Site ____________ Activities ____________

Date ________ Site ____________ Activities ____________

Source: Norman Ashby, 1981

Figure 1
Out-of-School Programming

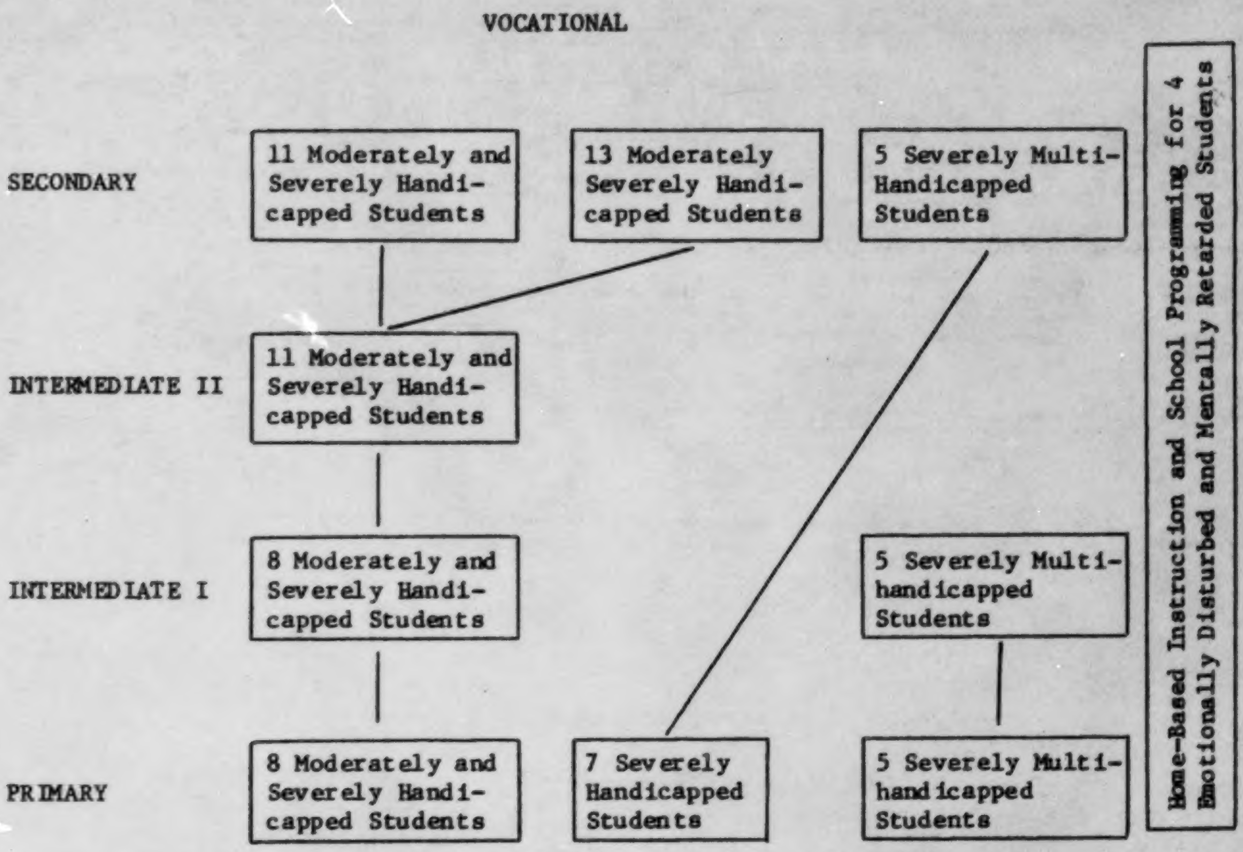

VOCATIONAL
SECONDARY
11 Moderately and Severely Handicapped Students
13 Moderately Severely Handicapped Students
5 Severely Multi-Handicapped Students
INTERMEDIATE II
11 Moderately and Severely Handicapped Students
INTERMEDIATE I
8 Moderately and Severely Handicapped Students
5 Severely Multi-handicapped Students
PRIMARY
8 Moderately and Severely Handicapped Students
7 Severely Handicapped Students
5 Severely Multi-handicapped Students
Home-Based Instruction and School Programming for 4 Emotionally Disturbed and Mentally Retarded Students

Figure 2

An Overview of the Programs to Which Severely Handicapped Students Were Assigned at Riverside School

WEEKLY SCHEDULE (I) September, 1981

	Mon.	Tues.	Wed.	Thurs.	Fri.
8:45	Lockers				
9:00	Circle Time				
9:15	Language (Individual Programs)/Concepts; Activity Record; or Gross Motor				
10:15	Color/Cut (Student 1: Speech)			Individual Programs	PE (Climbing Steps)
10:30	Activity Record	Music	Activity Record	Music	Activity Record
11:00	Review Menu	Art	Review Menu		
11:40	Lunch				
12:10	Work at Desk and Brush Teeth				
12:40	Work Room and Fine Motor Skills			P.E.	Work Room and Fine Motor Skills
1:15	Snack			Work Room	School Jobs
1:35	Individual Programs Student 1: Walk Student 2: Speech, etc.			Snack	
2:30	Get Ready to Go Home				

WEEKLY SCHEDULE (II) June, 1982

	Mon.	Tues.	Wed.	Thurs.	Fri.
8:45	Lockers				
9:00	Circle Time				
9:30	Exercises				
9:50	Small Groups: Community (e.g., Grocery Store, Dairy Queen, Cafe) Domestic (e.g., Setting Table, Emptying waste baskets, Watering Plants)				
10:30	Leisure Activity/ Record, etc.	Music	Leisure Activity/ Record, etc.	Music	Leisure Activity Record, etc.
11:00	Prepare for Lunch (Identify Items on Menu, etc.)				
11:15	Lunch				
12:10	Brush Teeth				
12:40	Small Groups	P.E.	Small Groups	P.E.	Small Groups
1:00	Small Groups: Community Domestic				
1:30	Vocational				
2:30	Get Ready to Go Home				

Figure 3

Scheduling Changes During 1981-82
Sally Burr

WEEKLY SCHEDULE (I) September, 1981

	Student 1	Student 2	Student 3	Student 4
9:00	Circle time			
9:30	Exercises a. kneeling b. crawling c. walk one handed Eye contact Imitation Obstacle course Drink Tricycle	Exercises a. standing b. crawling c. kneeling d. walk Signs Record player Match objects Sign & Ride tricycle	Exercises Side lying Standing Kneeling Ball exercises Rolling	Exercises Walk Side stepping Standing Parallel bars Tricycle Crawl Tailor sitting
11:30-12:15	Eating	Standing	Eating	Tailor sitting
12:15-12:45	Parallel bars	Eating	Crawl	Eating
12:45 - 3:00	One step command Record player Parallel bars Drink Tape player	Tape record Exercise Standing Ball exercise Rolling Parallel bars	Exercise Side lying Standing Form sitter Prone over wedge	Exercise Standing up Sitting down Steps - Prone to sit Side stepping Balance beam Rocking board Spinning

Music	Tues.	1:40
Physical Ed.	Wed.	9:30
Art	Wed.	10:30

WEEKLY SCHEDULE (II) June, 1982

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:30	Circle time	Circle time	Circle time	Circle time	Circle time
9:30 - 10:25	Exercise Routine	Exercise Routine	Exercise Routine	Exercise Routine	Exercise Routine
10:00 - 11:00			Physical Education		
10:00 - 10:30			Physical Education (alternative Weds.)		
10:25 - 10:40	Drinks	Drinks		Drinks	Drinks
10:30 - 11:00			Art		
10:40 - 11:00	Rec./Leisure	Rec./Leisure		Rec./Leisure	Rec./Leisure
11:00 - 11:30	Prepare for Lunch	Prepare for Lunch	Prepare for Lunch	Prepare for Lunch	Prepare for Lunch
11:30 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 - 12:45	Clean-up	Clean-up	Clean-up	Clean-up	Clean-up
12:45 - 1:15	Brush teeth and Brush hair	Brush teeth and Brush hair	Brush teeth and Brush hair	Brush teeth and Brush hair	Brush teeth Brush hair
1:15 - 2:00	Rec./Leisure	Rec./Leisure	Rec./Leisure	Rec./Leisure	Rec./Leisure
2:00 - 2:30	School Jobs	School Jobs	School Jobs	School Jobs	School Jobs

Figure 4

Scheduling Changes During 1981-82
Deb Bzoski

	8:50 - 11:40	Lunch	12:10 - 1:25	1:25 - 2:35	
Nichols	Jr. I Home Living: Community Mobility; Communication, Motor, and Social Skills. Art - odd T 8:55-9:55 PE - even T and Th 10:00-10:55	Lunches served: 11:30-11:35 Preschool teachers and aides 11:35-11:40 Elementary students and teachers 11:40 Secondary students and teachers	Sr. I Home Living	Sr. II Home Living Art - odd Th 1:40-2:35 Music - T Th 1:10-1:35 PE - even T 1:40-2:35	Return to homeroom at 2:35
Steunenberg	Sr. I Prevocational, Community Mobility, Math and Concepts. Music - T Th 11:00-11:25 PE - Th 8:55-9:55		Jr. I Math and Concepts	Sr. I Communication, Motor and Social Skills. Art - odd T 1:40-2:35 odd Th 10:00-10:55 PE - even T 1:40-2:35	
Grego	Sr. II Prevocational and Community Mobility Art - odd T 10:00-10:55 PE - Th 8:55-9:55		Sr. II Communication, Motor and Social Skills Music - T Th 1:10-1:35	Jr. I Prevocational Art - odd W 1:40-2:35 Music - T Th 1:40-2:05	
Work Experience	Prevocational, Work Experience, Community Mobility		Prevocational, Work Experience, Community Mobility		

Source: Nichols, Steunenberg, and Grego, 1981.

Figure 5

Master Schedule of Secondary Programs
1981-82

Sioux City Educational Association

Westside Market

Stella Sanford Day Care Center

Sacred Heart School Gym

Sacred Heart School Kitchen

Riverside United Methodist Church

Riverside Lutheran Church

I.G.A.

Riverside Nutrition Site

Sioux City Community Theater

Various House Cleaning Sites

Source: Roxanne Thoeny, 1982

Figure 6

Nonschool Vocational Sites Utilized During 1981-82

Domestic	Community	Recreation/Leisure	Vocational
Parent/guardian input	Teacher preferences	Homogeneous-heterogeneous nature of the curriculum	Parent/guardian input
Functional	Administrator preferences	Chronological age-appropriateness	Student preferences
Number of current and subsequent environments in which an activity is required	Ancillary staff preferences	Incomplete-complete performance of the skill sequence	Student strengths
Number of opportunities to engage in the activity	Parent/guardian preferences	Minimal-maximal participation	Past experiences of a student
Social significance	Student preferences	The number of persons involved	Chronological age appropriateness
Minimization of physical harm	Unique student characteristics	The number of environments	Safety and health factors
Logistical and practical realities	Commercial-publisher information	The specialized nature of supervision and facilities	Potential for employability
Complexity of skills	Presumed logistical and practical realities	Parental preferences and determinations	Feasibility of making modifications to achieve maximal participation
Chronological age appropriateness	Number of environments	The principle of partial participation	Social interactions
	Number of occurrences	Individualized adaptations	Overall social climate
	Social significance	Student preferences	Opportunities within site to assume new responsibilities
	Probability of skill acquisition	Physical benefits	Stability of site
	Minimization of physical harm	The longitudinal nature of the curriculum	Durable supervision
	Functional nature of a skill	Minimal inference	Location
	Chronological age appropriateness	Cost	A sufficient amount of meaningful work
	Relevant research	Transportation	
		Social interactions	
		Related services	
		Seasonal factors	

Figure 7

Factors to Consider When Prioritizing Curricular Content

PERSONS INVOLVED IN DETERMINATION ____________________; ____________________ STUDENT ____________________ DATE ____________

____________________; ____________________ DOMAIN ____

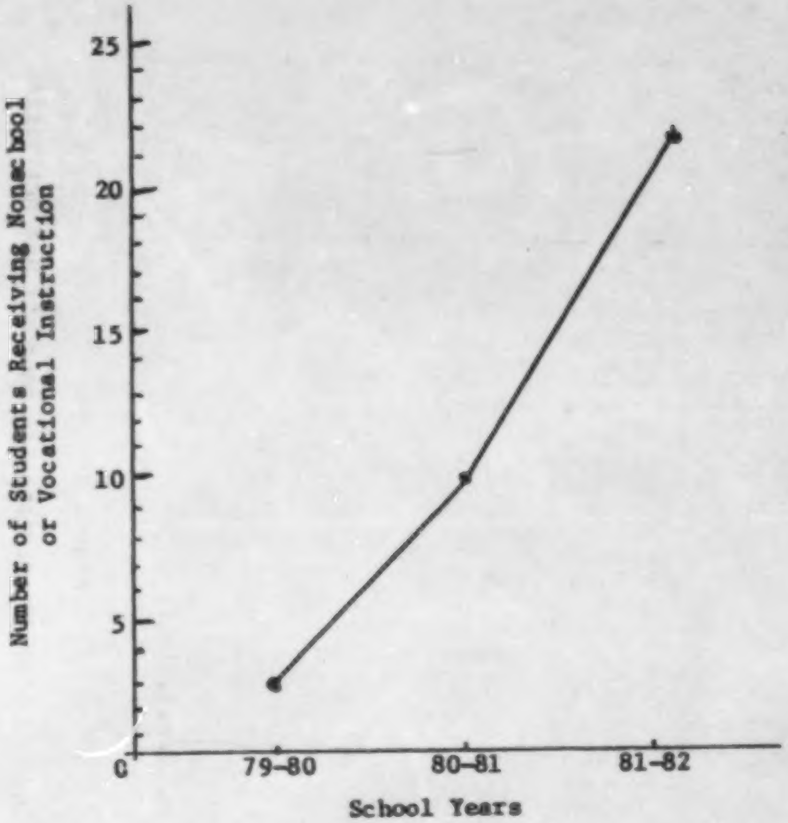
____________________; ____________________

ENVIRONMENTS	ACTIVITIES	RATIONALE FOR SELECTING AN ENVIRONMENT AND ACTIVITIES

Source: Brown, Ford, Nisbet, and Sweet, 1981.

Figure 8

Determining Individually Appropriate Environments and Activities



Source: Roxanne Thoeny, 1982

Figure 9

The Number of Students Receiving Nonschool
Vocational Instruction at Riverside School Since 1979

PARENT/GUARDIAN QUESTIONNAIRE

Sally Burr

(Classroom for Primary Severely Handicapped Students)

This questionnaire has been developed to coordinate our instructional efforts between home and school.

Self Help Skills:

Circle the proper letter.

I - Independent - completes task without help

N - Needs assistance - can do part of the task, but needs assistance to complete it

U - Unable to do - needs someone to do task

Eating

I N U - finger foods

I N U - liquid foods

I N U - uses fork

I N U - uses spoon

I N U - cuts food

I N U - uses napkin

I N U - drinks from glass/cup

I N U - drinks from straw

Comments:

Toileting

I N U - goes to bathroom without asking for help

I N U - undresses properly

I N U - goes in stool without accidents on floor

Figure 10

I N U - uses paper properly

I N U - flushes toilet

I N U - redresses properly

I N U - washes hands

Comments:

Grooming

I N U - brushes teeth

I N U - combs/brushes hair

I N U - washes face

I N U - bathes

I N U - showers

I N U - washes hair

Comments:

Dressing (can put on)

I N U - underclothes

I N U - pants/slacks

I N U - shirt/blouse

I N U - socks

I N U - shoes

I N U - coat

I N U - hat

I N U - gloves/mittens

I N U - boots

Comments:

Figure 10 (cont'd.)

Communication - Language

What mode of communication does your child use at home?

What areas of communication would you like us to work on?

Behaviors

Circle proper letter (what you as adults do)

I - ignore

P - physical restraint, punishment

T - time out (to room, chair, etc.)

O - Other, please specify

I P T O - destroys property

I P T O - disobeys commands

I P T O - fighting (pushing, hitting, refusing to share)

I P T O - swearing

I P T O - throws things

I P T O - sulks/pouts

I P T O - anger/tantrum

I P T O - stubbornness

I P T O - repeated behavior (rocking, spinning)

I P T O - bad manners (coughing/sneezing without covering mouth/nose, burping, letting gas)

Comments:

Figure 10 (cont'd.)

List any duties your child is expected to perform at home.

Give a general description of your child's daily schedule:

4:00 -

5:00 -

6:00 -

7:00 -

8:00 -

9:00 -

10:00 -

List other leisure time activities your child engages in:

List places in the community you generally take your child.

What domestic expectations do you have for your child after graduation from school?

a. stay at home

b. foster/group home

c. supervised apartment living

d. facility away from Sioux City (handicapped village, etc.)

Figure 10 (cont'd.)

What vocational expectations do you have for your child after graduation from school?

What areas do you feel are of major importance to your child in terms of his/her school program?

Figure 10 (cont'd.)

ECOLOGICAL INVENTORY

Roxanne Thoeny

Domain Vocational

Environment York Steak House

Subenvironment Dining Area

Activity Busing Tables

Observer's name Roxanne Thoeny

Date October, 1981

SKILLS PERFORMED (nonhandicapped person inventory)

1. Push cart to table to be cleaned
2. Clear silverware into tray (silverware are placed in an upright position)
3. Put paper into trash on side of cart
4. Stack dishes up and put into bin
5. Wipe table off
6. Empty ashtray and wipe out
7. Pick up paper napkins and leftover food to throw away
8. Empty water out of glasses into top bin
9. Put glasses into seperate bin below
10. Stack plates on plates, bowls on bowls, etc.
11. Take cart back to kitchen(approximately 3-5 minutes each trip and can load about 5-6 tables with setting for 4 in each cart)
12. Bring empty cart back to dining area
13. Carry trays for people who ask
14. Stop cleaning tables when the bell rings indicating a need to carry a tray for someone
15. Make rounds around dining area (again cleaning off any dirty tables)
16. Wring-out water in cloth before cleaning off each table

Figure 11

ECOLOGICAL INVENTORY

Cheri Hamilton

PRIMARY ACTIVITY: CROSSING THE STREET

Inventory

1. Push the traffic light button
2. Wait for "Walk sign"
3. Look for cars
4. Step off the curb
5. Walk across from one side of the street to the other
6. Step from street up to curb

Task Analysis

1. a. Identify traffic light
   b. Find walk button
   c. Push the button
2. a. Identify "don't walk"
   b. Identify "walk"
   c. Walk when "walk" sign appears
3. a. Look to the right before leaving curb
   b. Look to the left before leaving curb
4. a. Look down and step from curb onto street
   b. Use physical balance to get from sidewalk to street
5. a. Walk without stopping
   b. Demonstrate alertness by looking in various directions while crossing street
   c. Walk all the way to the other side
6. Look up to the sidewalk
7. a. Step up on the curb
   b. Use physical balance to get from street to sidewalk

Figure 12

PUBLIC BUS CHECKLIST

Roxanne Thoeny

SKILLS	PERFORMANCE
1. Gives ticket to driver.	___ Independent ___ Needed to be reminded
2. Asks for transfer.	___ Independent ___ Needed to be reminded
3. Finds seat.	___ Alone ___ Classmate ___ Stranger ___ Supervisor
4. Converses with ___________.	___ None ___ Occasionally ___ Continually
5. Is aware of persons getting off and on bus.	___ Yes ___ No
6. Gets off at transer point.	___ With direction ___ Without direction ___ Follows leader
7. Crosses street.	___ Watches for walk sign ___ Doesn't watch ___ Follows leader
8. Walks independently with group.	___ Yes ___ No ___ Needed prodding
9. Knows where to look for transfer bus.	___ Yes ___ No
10. Watches for transfer bus.	___ Yes ___ No
11. Hands transfer to driver independently.	___ Yes ___ No
a. Finds seat.	___ Alone ___ Classmate ___ Stranger ___ Supervisor
b. Converses ___________.	___ None ___ Occasionally ___ Continually
12. Gives sign when close to destination.	___ Verbal ___ Visual ___ Pulls cord ___ None
13. Greets bus driver.	___ Initiates ___ Returns greeting ___ Was not greeted and did not initiate

Figure 13

ECOLOGICAL INVENTORY

Glendene Nichols

Domain: Domestic

Environment: House

Subenvironment: Living Room

Activity: Weekly cleaning of living room

Observer's Name: Glendy

Date: September 26, 1981

SKILLS PERFORMED (nonhandicapped person)

1. Get out vacuum cleaner/dust cloth/spray-dust compound.
2. Pick up nonliving room clutter to later be returned to proper place/ put on dining room chair.
3. Clear coffee table/end tables/mantle of newspapers/books/magazines/ knickknacks.
4. Spray dust-compound on cloth.
5. Dust coffee table/end tables.
6. Dust all window ledges.
7. Dust stereo/open doors and dust inside.
8. Dust mantle.
9. Sort out noncurrent newspapers/magazines. Take magazines to shelves upstairs/newspapers to basement.
10. Arrange magazines/knickknacks on tables/mantle.
11. Vacuum (not moving furniture for weekly cleaning. Move furniture for once a month cleaning).
12. Look around for anything missed.
13. Put away vacuum/spray compound.
14. Hang dust cloth to dry for later laundrying.

Figure 14

ECOLOGICAL INVENTORY

John Steunenberg

SKILL BEING TAUGHT: To play Poker (5 card draw)

STEPS INVOLVED:	MODIFICATION:
Pre: Remove jokers	
1. To shuffle deck	1. Not manditory to begin teaching
2. To deal 5 cards to each player	2. Same as 1, skill can come later
3. To identify scoring combinations:	
a. no pair (high card)	
b. one pair	
c. two pairs	
d. three of a kind	
e. straight	e. very difficult concept, especially to fill a straight
f. flush	f. some have difficulty telling difference in same colored suits
g. full house	
h. four of a kind	
i. straight flush	i. difficult concept
4. To discard up to four cards	4. Class rules
5. to ask for replacement cards	5. Students place pairs on table (face down), then replace what's left
6. To determine winner of the hand	

ADDITIONAL MODIFICATIONS:

When we began this, we only counted pairs, three and four of a kind, and a full house. We have just begun working on what a flush is. Is easier to teach with bigger cards.

Students wanted to place pairs on the table (face up) when we started. They now can put them on the table but must be face down.

When the student has no scoring combinations, they are taught to keep the highest card and ask for four.

Each player must deal one hand. Shuffle practice on their own.

Figure 15

ECOLOGICAL INVENTORY

Sally Burr

PRIMARY ACTIVITY: PLAYING RECORDS

Inventory

1. Make sure record player is plugged in.
2. Put record on.
3. Turn on/off knob to "on".
4. Check volume to make sure it is not too loud.
5. Put arm on beginning of record.
6. Adjust volume appropriately.
7. After record has played, return arm to the rest position.
8. Turn on/off button to "off".
9. Take record off and put it beside record player.

Task Analysis (For Bob)

Environmental Setting: The reocrd player will be plugged in with a record sitting beside it. The volume will be adjusted.

1. a. Bob will be able to identify record player.
   b. Bob will be able to find record player.

2. a. Bob will identify and find record sitting beside player.
   b. Bob will pick up the record with two hands. He will place his fingers on only the outer rim of the record.
   c. Bob will move record to spindel of player.

3. a. Bob will identify the on/off knob.
   b. Bob will use a pincer grasp to manipulate the knob.
   c. Bob will turn the knob in the correct direction in order to turn the record player on.

4. a. Bob will identify the arm/needle.
   b. Bob will grasp arm between thumb and fingers.
   c. Bob will pick up the arm in this grasp.
   d. Bob will move the arm from its resting position to the beginning of the record.
   e. Bob will set the arm down softly onto the record.

5. Bob will sit down and listen or perform actions to record.

6. When record is completed, Bob will pick up the needle between his thumb and fingers.

7. Bob will move arm from the record to its resting position.

8. Bob will use his pincer grasp to turn the on/off button to "off".

9. Bob will pick up the record with two hands and set it down by the record player.

Figure 16

Chapter 3

Project F.A.C.T: The Audubon-Franklin School Community-Based Training Program

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Chapter 3

PROJECT F.A.C.T.: THE AUDUBON-FRANKLIN SCHOOL COMMUNITY-BASED TRAINING PROGRAM

Dubuque, Iowa

by John Nietupski, Ph.D.
Jerry Welch, Community Trainer
Mary Hickey, Classroom Teacher
Keith Wieberisch, Classroom Teacher

Audubon School is a regular elementary school within the Dubuque Community School District. Two classes for moderately mentally disabled students were located in this school and participated in Project F.A.C.T. Twenty-five students comprised the two classrooms. Students ranged in age from fourteen to twenty-one years. The staff included two full-time teachers, two full-time teaching assistants, and a community trainer whose major responsibility was to the Audubon Program. In addition, the Program was served by a part-time speech/language clinician, adaptive physical education instructor, art instructor, and music instructor.

In previous years, the Audubon Program had provided what was felt to be a strong program emphasis in the Domestic Living skills domain and in school-based workshop training. Instructional areas in which the staff sought to improve its services included Community Functioning and community-based Vocational Training. In recognition of program needs in these areas, the staffing pattern at Audubon was modified prior to the 1981-82 school year. Whereas in past years, three teachers, each with his or her own class list, has comprised the staff; this year the staff consisted of two classroom teachers and one community trainer. The teacher assigned to the newly established community trainer role was to develop community-based Vocational Training sites, train students on Vocational skills at those sites, and provide instruction on the Community Mobility skills necessary to travel to and from work.

During the 1981-82 school year, instruction within the Vocational, Domestic, and Community Functioning domains represented the major program emphases. Instruction in the Vocational domain was conducted in a school-based simulated workshop, nonpaid school-based actual work sites and community-based volunteer, sheltered, and both paid and nonpaid competitive employment Vocational Training sites. Domestic Living skills instruction involved training on cleaning and cooking skills in the school, in staff member homes, and in homes for elderly citizens. Community Functioning skills instruction involved training on street crossing, bus riding, elevator use, department and supermarket shopping (see Nietupski and Welch, this volume) and restaurant use.

The purpose of this paper is to describe selected aspects of the Audubon Program. An overview of the kinds of instructional activities in each of the major program components will be provided. Sample inventories, task analyses, and forms will be contained later in this chapter.

Vocational Training

The philosophy behind the Project F.A.C.T. Vocational Training Program was to upgrade the post-school vocational placement prospects for Audubon students. Specifically, it was hoped that students who might typically be considered sheltered employment candidates might be prepared for competitive employment, typical work activity center candidates prepared for sheltered work, and students who might typically be excluded from work activity programs prepared to function in work activity centers and/or volunteer work positions. A description of each of the Vocational Training components follows.

Procedural Steps in Establishing Community Vocational Training Sites. The following process was used to establish community-based Vocational Training sites.

1. Establish a contact person
2. Make initial phone contact
3. Make direct personal contact
4. Inventory job sites
5. Secure parental permission to train a student at the site
6. Develop training agreement
7. Train student at site
8. Conduct both supervisor and community trainer evaluations of student trainee

Each step is discussed briefly below.

The first step in the process involved determining acquaintances in possible business establishments and contacting them regarding the possibility of establishing a training site. It was felt that by approaching acquaintances within an establishment, a better reception to the possibility of establishing a training site for handicapped pupils might be achieved.

Following this contact, a phone call to the employer was made. The purpose of this phone contact was to provide a brief description of the program to give the employer names of other businesses who participate in the program and to establish an appointment to discuss the possibility of obtaining a Vocational Training site.

The direct personal contact involved a detailed description of the program. At this time, a Project F.A.C.T. descriptive brochure was provided (See Figure 1), slides of the program were presented, and support letters from employers at other training sites were provided. If this contact resulted in an employer commitment to provide a training site, an inventory and appropriate task analyses were developed. Thereafter, a student was selected as the initial trainee. To promote success, the initial trainee was selected on the basis of a close match between their skills and the job demands. Parental permission to provide training at the site was secured after a conference at which the program was discussed in detail. Once a student trainee was selected, a training agreement was developed (See Figure 2). This agreement specified the respective responsibilities of the school program and the employer. Training was then initiated with students scheduled for eight weeks of instruction on a job site. Data on student performance were collected by program staff at least weekly. These data were shared with the employer and their feedback requested. Summative employer evaluations were obtained at the end of the training period (See Figure 3).

Community-Based Competitive Employment Vocational Training Sites. As stated above, a major perceived need within the Audubon program was for more extensive community-based vocational training. During the course of the 1981-82 school year, ten competitive community Vocational Training sites were established. Each site is briefly described below:

1. Bethany Home is a nursing home facility located five blocks from Audubon School. A nonpaid secretarial training position was established at this site. Specific responsibilities included filing medical histories alphabetically, arranging other medical forms alphabetically, office dusting, straightening desks, and other office cleaning tasks. One student was provided with training at this site.

2. Finley Hospital located 2.5 miles from Audubon School on a busline provided a housekeeping trainee site. Trainees received pay for their efforts through the CETA program. Specific responsibilities included dusting and washing floors, moving furniture to designated areas, transporting trash to pick-up dumpsters, cleaning walls and ceilings, vacuuming carpets, transporting linen carts to designated areas, and polishing stainless steel. One student was trained at this site.

3. Sunnycrest Nursing Home is located on a busline 1.5 miles from Audubon School. A nonpaid food service position was established in the dietary department. Specific responsibilities included operating a dishwashing machine, delivering and picking up food-tray carts to and from various wards in the nursing home, and wrapping silverware. Two students were provided with training at this site.

4. Sunnycrest Nursing Home--A nonpaid occupational therapy assistant training site was provided. Specific responsibilities included bringing elderly residents to the arts and crafts area and assisting them in creating arts and crafts. Two students were provided with training at this site.

5. Sirloin Stockade, a fast-food restaurant located on a busline 4.5 miles from the school, provided a dishwasher training site.

Specific responsibilities included washing dishes and silverware, preparing lettuce and other vegetables for salads, and bussing tables. Four students were provided with training at this site. For the first student, no pay was provided. Students two and three received pay from CETA funds. Student four was paid by Sirloin Stockade.

6. Mario's Restaurant, a restaurant and lounge located one mile from the school near a busline, provided a nonpaid dishwashing/kitchen aide site. Specific responsibilities included dishwashing, bread dough preparation, and salad preparation. Two students were provided with training at this site.

7. Mario's Restaurant--a paid bus person site also was established at Mario's. Student responsibilities included cleaning tables, setting tables, filling water glasses, and emptying ashtrays and trash containers. One student was provided training at this site.

8. University of Dubuque student union located two miles from the school on a busline provided both a nonpaid secretarial and nonpaid janitorial site in which the employer was to pay transportation. However, due to the late establishment of this site and scheduling difficulties, no students were placed here.

9. First Congregational Church, located one mile from the school on a busline, provided a nonpaid secretarial training position. Specific responsibilities included operating office machines and folding and collating Sunday bulletins. Four students received training at this site.

10. Cremers Grocery is located one block from the school. A stock person site was established but not used due to the late date of site establishment. This site is to be used during the 1982-83 school year.

As a result of our initial efforts, we feel we have established at least 10 excellent work sites which we can expand upon in the next school year and have trained 17 students to function more independently in the world of work.

Eight students were graduated from Audubon this past year with three entering competitive employment, three entering a sheltered vocational workshop, one entering an adult activity program, and one traveling with parents.

As a further indication of program success, paid summer employment was secured for the following students:

two students at Sunnycrest Manor
one student at Sirloin Stockade
two students at Mario's Restaurant
one student in a janitorial position at Audubon
one student in Washington Jr. High School in the Food Service Department

Community-Based Sheltered Workshop Training. As mentioned on the previous page, the Project F.A.C.T. philosophy was to upgrade the vocational expectations for students within the program. Accordingly, an attempt was made to provide students who might typically be considered work activity candidates with training on skills necessary for sheltered workshop employment.

Early in the 1981-82 school year, a local sheltered workshop was approached by Project F.A.C.T. staff regarding the possibility of establishing a training site at the workshop. Through negotiations, an agreement was reached to provide six-week training cycles for four groups of four students. Area Education Agency 1 funds were provided to the workshop. A reduced daily rate was agreed upon because Project F.A.C.T. staff members would provide some of the supervision and training and because students were to be taught to use the public bus system rather than relying upon transportation provided by the workshop.

Student trainees were provided with instruction on the same work tasks encountered by the adult sheltered workshop employees. The community trainer provided instruction on the job tasks and evaluated trainee performance (acquisition, production rate, and on-task behavior) on an ongoing basis. Twice during each six-week training period (after one week and after six weeks of training), workshop staff were asked to evaluate trainee performance using an evaluation form contained in Figure 4. Such supervisor evaluations served as a means to compare Project F.A.C.T. evaluations with workshop supervisor evaluations of student trainee performance. Additionally, they allowed for the specification of needed job task, interpersonal, and "work attitude" skills that school staff members would need to address.

Results, while not as spectacular as desired, were nevertheless encouraging. Of the 16 students placed at the workshop, three were considered definite workshop candidates on the basis of their production rates and behavior. Twelve students performed slightly below workshop entry requirements (50% nonhandicapped production rate). Supervisor evaluations indicated that the workshop staff believed that with continued training, these students could function in the workshop setting. Only one student did not perform well in the workshop training program. This student exhibited a great deal of inappropriate behavior and had to be removed from the work area. Of the four graduating students participating in this program, three obtained employment at the sheltered workshop. Additional outcomes for students were that all 16 were taught to ride the city bus to and from work independently.

In addition to benefits to the student trainees, this program has provided Project F.A.C.T. staff with several strategies for improving the school-based workshop. First, task materials from the community-based workshop have been procured for use in the school workshop. Prior to this, most of the school-based tasks had been simulations. Second, workshop scheduling for the 1982-83 school year will be revised to allow for longer work periods. Students found it difficult to adjust to working continuously for several hours at the workshop after having only been exposed to an hour or less daily workshop training at school. Third, greater mutual respect and understanding between the school and workshop programs developed as a result of this effort. School staff became more aware of adult skill requirements and workshop staff became more cognizant of the school's efforts to teach skills in the Vocational domain. It is hoped that the continuation of such joint efforts will smooth the transition from school-age to adult service programs.

School-Based Workshop. The school-based workshop allowed for training on work skills and attitudes necessary for employment in an actual sheltered work environment. General goals for the program were to improve endurance; on-task behavior; independent work behavior; match, sort, assembly, and disassembly skills; clerical skills (folding, collating, and stapling); and job task productivity.

Students received from 30 minutes to an hour of daily instruction in the school workshop. As mentioned before, this will change during the 1982-83 school year to allow for up to three continuous hours of instruction.

Both simulated and actual workshop tasks were taught in the school workshop. With increased exposure to the community, it is anticipated that more actual job tasks will replace the simulated tasks currently employed.

Production rate data were collected once or twice per week. All but three students demonstrated production rate improvement on pre-test and post-test production measures. It is anticipated that an "incentive pay" system will be developed during the 1982-83 school year. Systematic use of pay as a reinforcer for equal or improved production rates should improve future performance gains.

Volunteer Work. As stated above, volunteer work was considered as a possible vocational option for those students who might typically be excluded from even adult activity programs. Early in the school year, Project F.A.C.T. staff approached the coordinator of the Volunteer Opportunity Center (VOC), an Iowa Department of Social Services sponsored agency. The VOC was asked to provide Project F.A.C.T. with volunteer tasks referred to that agency. A request was made for clerical/secretarial tasks involving collating, folding, etc.; assembly tasks; housekeeping tasks for elderly or disabled citizens; or other janitorial tasks.

VOC informed agencies, businesses, and individuals of Project F.A.C.T.'s desire to perform volunteer tasks. As a result, eight volunteer sites were developed. A list of the sites and a brief description of the kinds of experiences provided is as follows.

1. Barn Community Theater--2,500 newsletters folded, collated, and stapled.
2. Project CONCERN--5,000 newsletters assembled on site.
3. Carnegie Stout Public Library--6,000 folders assembled.
4. Catholic Charities--items packaged on site.
5. Audubon School--1,000 newsletters collated, folded, and stapled.
6. Badger Camp--4,000 newsletters assembled.
7. Clarke College Alumni Foundation--2,000 newletters folded and address labeled.
8. Project CONCERN work for elderly citizens--10 yards raked, 12 homes whose windows were washed, 15 walks snow shoveled, and 4 homes whose storms were changed.

Domestic Living

Instruction within the Domestic Living domain, as it has been implemented at Audubon School, has a two-fold purpose:

1. to provide students with skills needed to function in present and future domestic environments, and
2. to provide instruction on Domestic skills known to be needed in related Vocational environments.

With respect to present and future Domestic demands, the following skills formed the major instructional focus:

1. Mealtime Skills, including
    a. basic information regarding food groups and nutrition
    b. identification and use of utensils and household appliances
    c. menu planning and use of newspaper ads
    d. grocery purchasing and storage (refrigerator, cabinet)
    e. food prepatation: cleaning, peeling, cutting
    f. cooking: boiling, frying, broiling, baking
    g. use of recipes: files, picture recipes, books, memory
    h. table setting: lunch, dinner, party
    i. proper eating behavior
    j. table clean-up; dishes (manual and dishwasher)
    k. proper cabinet care

2. Dressing, Hygiene, and Related Skills
    a. body care: bathing, hair, nails, teeth, dentist, doctor
    b. first aid: basic health care
    c. clothing: purchasing, coordination, closet care, repair
    d. laundry: sorting, washer/dryer operation, folding, ironing
    e. clothing selection appropriate to season

3. Housekeeping Skills
    a. room arrangements: curtains, rugs, furniture
    b. cleaning skills: dusting, window washing, vacuuming, scrubbing, bed changing/making, sinks
    c. maintenance skills: repairing, painting, safety checks, household tools, annual cleaning, yard work, sidewalks (sweeping, shoveling)

With respect to the second purpose, interrelationship between Domestic Living and Vocational domains, it was quite evident that many of the community-based Vocational sites involved food preparation, food service, and janitorial skills. Thus, skills taught in the Domestic domain, such as food recognition (cans, etc.), use of utensils, dishwashing, counter and cabinet clean-up, sweeping, etc., have applicability to vocational success as well.

To promote the development of these domestic skills, students in the Audubon program prepared lunch daily, on a two-week rotating basis. After two weeks in the kitchen, they worked at various jobs in the school hot-lunch program for six weeks and then returned to the classroom-based kitchen for lunch preparation but in a different capacity each time, ranging from table setting and food preparation to clean-up and both manual machine dishwashing. Sample inventory/task analyses within the Domestic domain are provided in the Figures 5 through 11.

Community Functioning

Community Functioning instruction was conducted in two major phases. Initially, students were provided with instruction on basic Community Mobility skills including street crossing, city bus transportation, escalator use, pay telephone use, and the skill of independently operating an elevator. Once progress was rated on these basic skills, instruction was expanded to include use of stores and supermarkets. For example, twice weekly, students went to a local shopping mall and were taught store names, location, products, and prices. Restaurant use experiences also were provided. In addition to progress noted in these areas, students seemed to thoroughly enjoy the community experiences. It was extremely gratifying for the staff to witness interest, growth, and increased independence by students in this area.

While community experiences were overwelmingly positive, one instance in particular provided cause for concern. As part of the shopping mall use program, students were required to locate a particular item independently, write down its price, and return to the teacher in the center of the mall in order for her to verify the item cost. On one occasion, one student not only did this but walked out of the store with the item--without paying. Needless to say, this incident caused the staff to concentrate on paying for as well as locating needed store items.

Summary

The 1981-82 school year provided exciting changes for both the Project F.A.C.T. staff and students at Audubon. Students are now using the community much more than in the past. The Vocational program in particular has been strengthened through the emphasis on community-based and community-referenced instruction. We anticipate continued program improvement in the future. Administrative support for the program has been exceedingly strong. The staff has enthusiastically supported the Project F.A.C.T. program emphases and, most importantly, students have benefitted from our efforts.

EMPLOYER'S GUIDE

What is the F.A.C.T. Project?

The F.A.C.T. Project is the community-referenced, functional curriculum for the mentally handicapped students at Audubon and Franklin Schools in Dubuque, Iowa. The purpose of the Project is to provide students with skills and experiences necessary to function as independently and as productively as possible at home, at work, and in the community.

How is it funded?

The F.A.C.T. Project is funded and supported through the joint planning and cooperation of the Dubuque Community School District, the Iowa Department of Public Instruction, and the Keystone Area Education Agency 1.

What does it do?

The F.A.C.T. Project is designed to develop training and placement procedures which enable mentally handicapped students to engage and participate in community-based training.

What is Community-Based Training?

Community-based training is a cooperative vocational program between the school and community business and is designed to provide work experiences for handicapped students who can benefit from these experiences.

What are the purposes of Community-Based Training?

The purposes of community-based training are:

1. To assist the student in developing good work habits and work behaviors.
2. To help the student develop the necessary social, personal, and vocational skills needed to live as a productive member of society.
3. To give the student an opportunity to explore and participate in a work experience.
4. To provide entry-level skill training in an occupation.

How does the program work?

1. There is no cost involved for the employer.
2. A business agrees to be a training site for a period of six to eight weeks.
3. The working days are usually three to four days a week involving two to four hours each day.
4. The School Coordinator works with the employers in placing and training a student at a specific job.
5. The school personnel will supervise the learning of skills and will continue supervision as needed until both the school and the business agrees that the student is able to be gradually weaned from school supervision to business supervision.

Figure 1

6. The School Coordinator makes daily visits to the work site to check on the student's progress and any problems.

7. Never is the training program considered a contract. Nothing is final. Changes can be made immediately so that a business need not ever feel locked into a situation they would like to get out of.

8. Employer provides a written evaluation of the student's performance.

Who do I contact for more information?

F.A.C.T. Project
Audubon School
605 Lincoln Avenue
Dubuque, Iowa 52001
(319) 557-9711

Figure 1 (cont'd.)

F.A.C.T. PROJECT TRAINING AGREEMENT

This agreement is made and entered into this _______ day of _________ 198__, by and between _______________________________ and Audubon and Franklin Schools, Dubuque, Iowa.

It is the mutual intent of the parties of this agreement to provide on-the-job training for ___________________________ enrolled at __________________ School. The purpose of this agreement is to facilitate the effective development, administration, and supervision of the training program.

The agreement shall commence on the _____________ day of ___________ and shall terminate not later than __________________. On-the-job training will be provided without pay.

1. _________________________ agrees as follows:
   a. To provide an experienced employee advocate who will be responsible for instruction.
   b. To provide the equipment, tools, materials, and/or special clothing necessary.
   c. To provide a written evaluation of ________________________ performance as needed by Audubon or Franklin Schools.
2. Audubon or Franklin Schools agrees as follows:
   a. To provide a Training Assistant who will supervise, counsel, and provide related instruction.
   b. To provide and/or arrange for transportation to and from ____.

It is recognized that this agreement can be terminated immediately based upon the request of the student, parent, trainer, or coordinator.

____________________________	____________________________
____________________________ Trainee/Student School	____________________________ (Title) (Company's Name)
____________________________	____________________________
____________________________ Principal School	____________________________ Jerry R. Welch Work Experience Coordinator F.A.C.T.

Figure 2

SUPERVISOR'S EVALUATION FORM

Trainee/Employee's Name ______________________ Date of Placement ________

Job Title ______________________ Date Hired ________

Job Site ______________________ Current Date ________

Job Coordinator ______________________

Please circle all items which apply to the trainee/employee:

1. The employee:

   a. generally arrives and leaves on time
   b. maintains good attendance
   c. takes meals and breaks appropriately
   d. maintains a good appearance

   Comments on uncircled items: ______________________

   ____

2. The employee has:
   a. mastered all aspects of present job
   b. mastered many but not all aspects of job
   c. not mastered essential aspects of job to date

3. In order for the employee to follow directions regarding the job, the supervisor:
   a. can just give verbal instructions
   b. has to give many gestures as well as verbal instructions
   c. has to show the employee exactly what to do before he/she knows what to do

4. Project F.A.C.T. staff is present:
   a. too often
   b. too little according to the employee's needs
   c. an appropriate amount of time

5. This employee:
   a. frequently stops work and needs to be reminded to return to work
   b. works at a constant rate without reminders
   c. stops working occasionally but no more than other employees

6. The employee is:
   a. a good worker
   b. an average worker
   c. a below average worker

7. Does the Project staff in any way interfere with your supervision or plans for the employee? a) no b) yes (if yes, please briefly describe)

   ____

   ____

Other comments: ______________________

____

Supervisor ______________________

Figure 3

F.A.C.T. WORKSHOP TRAINEE EVALUATION

Date: ____________________ Report Covers From: __________ To: __________

To: ____

From: ____

Subject: ____

Present at Staffing: ____

____

I. Performance

A. Productive abilities on:

	100% of Normal Rate	75% of Normal Rate	50% of Normal Rate	25% of Normal Rate	0% of Normal Rate
1. Repetitious tasks					
2. Assembly line operations					
3. Packing-assembly-inspecting					
4. ______________ assignment					
5. ______________ assignment					

B. Quality of Work

	Excellent	Above Average	Average	Below Average	Poor
1. Repetitious tasks					
2. Assembly line operations					
3. Packing-assembly-inspecting					
4. ______________ assignment					
5. ______________ assignment					

II. Interpersonal Relationships

A. Relationships to Supervisors

	Slight	Moderate	Excessive
1. Need for encouragement			
2. Need for emotional support			
3. Need for strict limit setting			

	Above Average	Average	Poor
4. Ability to handle criticism			
5. Ability to learn from correction			

B. Relationships to Co-workers

1. Ability to get along with others Yes _____ No _____
2. Ability to tolerate annoying co-workers Yes _____ No _____
3. Trainee is generally liked by others Yes _____ No _____
4. Trainee functions as: Leader _____ Active Participant _____
Passive Individual _____ Social Isolate _____

III. Work Skills

A. Ability to:

	Very Good	Good	Fair	Poor
1. Learn quickly				
2. Follow directions				
3. Retain instructions				
4. Work without close supervision				
5. Sustain work effort				
6. Stay at work assignment				
7. Assume responsibility				
8. Recognize errors				
9. Seek assistance if he runs into difficulty				

Figure 4

	Very Good	Good	Fair	Poor
10. Return to work promptly after breaks				
11. Continue to work without disruptions when being observed by:				
a. supervisor				
b. fellow worker				
c. stranger				
12. Derive statisfaction from				
13. Do a job he doesn't like				
14. Work without complaining				
15. Conform to rules and regulations				
B. Level of:				
1. Finger dexterity				
2. Eye, hand coordination				
3. Physical strength				
C. Attendance has been:				
IV. Self-Help				
A. Dressing appropriate for work				
B. Cleaning self before coming to work				
C. Cleaning self after using restroom				
D. Eating food appropriately at lunch				
E. Can reach place of work by independently using city bus				

V. Attitudes (comment on: Maturity, self-confidence, motivations, self-concept, self-control, etc.)

Comments (From other pages)

A. Functioning ability as a worker:

B. Interpersonal behavior:

C. Work skills:

D. Self-help:

Figure 4 (cont'd.)

Summary

A. Major assets:

B. Problem areas:

Figure 4 (cont'd.)

STUDENT REPERTOIRE INVENTORY

DOMAIN: Domestic
ENVIRONMENT: School
SUB-ENVIRONMENT: Kitchen sink
ACTIVITY: Cleaning the sink
NORMAL TIME RATE:

NAME:
AGE:
+ PERFORMANCE OF TASK
o PERFORMANCE WITH PROMPT
- NO PERFORMANCE OF TASK

	Student Inventory														Discrepancy Analysis	Adaption
1. Collects articles needed: Comet, sponge.																
2. Turns on cold water.																
3. Dampens sponge under faucet.																
4. Splashes water on bowl of the sink.																
5. Sprinkles Comet on the inside of sink.																
6. Rubs all areas of sink.																
7. Rubs strainers until clean.																
8. Rinses sponge out under sink.																
9. Wipes all areas of sink until the "white" is gone.																
10. Rinses strainers under water.																
11. Splashes cold water on entire sink.																
12. Rinses strainers under water.																
13. Rinses out sponge and squeeze dry.																
14. Wipes all sink areas dry with sponge.																
15. Returns all articles used to proper places.																

Figure 5

STUDENT REPERTOIRE INVENTORY

DOMAIN: Domestic
ENVIRONMENT: Home (Keith's)
SUB-ENVIRONMENT: Kitchen
ACTIVITY: Cleaning a Prewaxed floor
NORMAL TIME RATE:

NAME:
AGE:
+ PERFORMANCE OF TASK
o PERFORMANCE WITH PROMPT
- NO PERFORMANCE OF TASK

	Student Inventory														Discrepancy Analysis	Adaption
1. Collects needed materials: buckets, rag, Murphy's oil soap, broom, and dust pan.																
2. Picks up all articles from the kitchen floor & places them in the living room.																
3. Places chairs in the living room.																
4. Moves table to wall by the stove.																
5. Sweeps entire floor area.																
6. Picks up dirt using the dust pan.																
7. Disposes of dirt in the waste basket.																
8. Returns broom and dust pan to the proper area.																
9. Turns on water in sink and determines that it is warm.																
10. Places bucket under spigot and fills to halfway line.																
11. Measures proper amount of Murphy's oil and pours into bucket.																
12. Stirs water with hand until oil is well mixed.																
13. Returns oil to proper place.																
14. Places bucket of water on the floor.																
15. Places the rag into the bucket.																
16. Gets down on all fours on the floor.																
17. Scrubs ½ of floor starting on sink side.																
18. Moves table over to scrubbed side.																
19. Scrubs other ½ of floor starting near the stove																
20. Carries bucket to basement and pours water into the sink.																
21. Rings out rag in the sink.																
22. Returns bucket and rag to the proper place.																
23. Allows floor to dry thoroughly.																
24. Replaces all items to their proper places in the kitchen.																
25. Accuracy in washing the floor (rate on a scale of 1-5).																

Figure 6

STUDENT REPERTOIRE INVENTORY

DOMAIN: Domestic
ENVIRONMENT: Home (Keith's)
SUB-ENVIRONMENT: Kitchen
ACTIVITY: Cleaning a sink
NORMAL TIME RATE:

NAME:
AGE:
+ PERFORMANCE OF TASK
o PERFORMANCE WITH PROMPT
- NO PERFORMANCE OF TASK

	Student Inventory														Discrepancy Analysis	Adaption
1. Collects articles needed: Comet, sponge.																
2. Turns on the cold water.																
3. Wets the sponge and rings it out.																
4. Uses the sprayer to wet the sink sides and bottom.																
5. Sprinkles Comet on the sides and bottom of the sink.																
6. Uses the sponge to rub clean the bowl and the strainer.																
7. Turns on the cold water.																
8. Rinses the Comet down the drain using the sprayer.																
9. Rinses out the sponge.																
10. Wipes sink and area around the sink with the damp sponge.																
11. Returns articles used to the proper place.																

Figure 7

STUDENT REPERTOIRE INVENTORY

DOMAIN: Domestic
ENVIRONMENT: Home (Keith's)
SUB-ENVIRONMENT: Bathroom
ACTIVITY: Cleaning Fiberglass sink
NORMAL TIME RATE:

NAME:
AGE:
+ PERFORMANCE OF TASK
o PERFORMANCE WITH PROMPT
- NO PERFORMANCE OF TASK

	Student Inventory														Discrepancy Analysis	Adaption
1. Collects articles needed: sponge, Lysol Tub and Tile Cleaner, and paper towel.																
2. Wets sponge and rings out.																
3. Sprays sink and top with spray.																
4. Wipes entire sink area with the sponge.																
5. Drys off area with a paper towel.																
6. Throws paper towel in waste container.																
7. Returns articles to proper places.																

Figure 8

STUDENT REPERTOIRE INVENTORY

DOMAIN: Domestic
ENVIRONMENT: Home (Keith's)
SUB-ENVIRONMENT:
ACTIVITY: Cleaning mirrors and windows
NORMAL TIME RATE:

NAME:
AGE:
+ PERFORMANCE OF TASK
o PERFORMANCE WITH PROMPT
- NO PERFORMANCE OF TASK

	Student Inventory	Discrepancy Analysis	Adaption
1. Collect articles needed: Windex and paper towels.			
2. Sprays windows and mirrors in following areas:			
a. Mirror in bath downstairs.			
b. Mirror in bath upstairs.			
c. Two mirrors in Keith's bedroom.			
d. Hallway mirror.			
e. Bookcase in living room.			
f. TV screen.			
g. Window above sink in kitchen.			
3. Throws used paper towels in proper waste container.			
4. Returns all articles to original place.			

Figure 9

STUDENT REPERTOIRE INVENTORY

DOMAIN: Domestic
ENVIRONMENT: Home (Keith's)
SUB-ENVIRONMENT: Living Room
ACTIVITY:
NORMAL TIME RATE:

NAME:
AGE:
+ PERFORMANCE OF TASK
o PERFORMANCE WITH PROMPT
- NO PERFORMANCE OF TASK

	Student Inventory														Discrepancy Analysis	Adaption
1. Takes out vacuum from proper storage area																
2. Checks bag to determine if full.																
3. Picks up anything on the floor and puts it on the couch. (ex: pillows)																
4. Finds proper receptical to plug in vacuum.																
5. Plugs in vacuum.																
6. Starts vacuuming at one side of the room.																
7. Moves furniture when in need to vacuum under it.																
8. Replaces all furniture to original place.																
9. Replaces all articles found on the floor to original places.																
10. Returns vacuum to original place.																
11. Accuracy in vacuuming the floor (rate on a scale of 1-5, how well the student covered entire floor area).																

Figure 10

STUDENT REPERTOIRE INVENTORY

DOMAIN: Domestic
ENVIRONMENT: Home (Keith's)
SUB-ENVIRONMENT: Living Room
ACTIVITY: Dusting
NORMAL TIME RATE:

NAME:
AGE:
+ PERFORMANCE OF TASK
o PERFORMANCE WITH PROMPT
- NO PERFORMANCE OF TASK

	Student Inventory														Discrepancy Analysis	Adaption
1. Collects articles needed: Endust and rag from designated area/place.																
2. Correctly sprays Endust and rag.																
3. Removes all articles from the top of pieces to be dusted and placed on floor.																
4. Dusts properly:																
a. Stereo																
b. TV																
c. End tables																
d. Window sills																
e. Mop boards																
f. Ceiling lamp																
g. Light fixtures																
h. Pictures																
i. Lamps																
5. Replaces all articles used to their original places.																

Figure 11

Chapter 4

Teaching Moderately and Severely Handicapped School-Aged Adults to Use a Consecutive Subtraction Calculator Procedure to Purchase Grocery Items

BY:

JOHN NIETUPSKI, PH.D.
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Chapter 4

TEACHING MODERATELY AND SEVERELY HANDICAPPED SCHOOL-AGED ADULTS TO USE A CONSECUTIVE SUBTRACTION CALCULATOR PROCEDURE TO PURCHASE GROCERY ITEMS

by John Nietupski, Assistant Professor
Jerry Welch, Community Trainer for
Moderate and Severe/Profound Programs

The recent past has witnessed a change in emphasis within programs for moderately and severely handicapped students. Formerly, most programs could be characterized as providing instruction on nonfunctional, paper/pencil tasks which have little, if any, direct application to real-world demands (Brown, Nietupski, and Hamre-Nietupski, 1976; Langone, 1981). Recently, however, numerous writers have recognized the importance of teaching functional skills in natural community environments (Alper, 1981; Bates, Renzaglia, and Wehman, 1981; Brown, Branston, Baumgart, Vincent, Falvey, and Schroeder, 1979; Coon, Vogelsburg, and Williams, 1981; Maurer, Teas, and Bates, Note 1; Wehman, 1981; Wehman and Hill, Note 2). Their writings have emphasized that if students are to be adequately prepared for living within normalized, integrated community environments, training experience provided during the school years must be directed toward teaching skills necessary to function as independently as possible in a wide variety of natural environments.

Community functioning skills and, in particular, the ability to make purchases in supermarkets, department stores, drug stores, restaurants, and the like represent one curricular area which should be addressed within educational programs for the moderately and severely handicapped. Unfortunately, it is often held that such skills cannot be directly taught until students have acquired a wide variety of presumed prerequisites, including complex money counting skills, addition and subtraction skills, procedures for determining the tax on to-be-purchased items, and the skills necessary to determine whether one has sufficient monies to purchase an item. The difficulty presented by this view is that it imposes an unnecessary delay in the provision of functional purchasing skills. That is, the generally lengthy training period required to teach all the presumed prerequisites may reduce the time left during a student's program in which actual functional purchasing skills might be taught.

Recent technological advances, however, make it possible to accommodate for a student's lack of presumed sophisticated prerequisites. Inexpensive pocket calculators represent a viable means of circumventing the increasingly complex math skills required to make purchases (Koller and Mulhern, 1977).

An empirical investigation by Wheeler, Ford, Nietupski, Loomis, and Brown (1980) illustrated that moderately and severely handicapped students could be taught to use a calculator to purchase up to ten nontaxable grocery items. In the Wheeler, et. al. (1980) program, a consecutive subtraction procedure was used. This procedure involved entry of the original dollar amount given and consecutive subtraction of the cost of each grocery item to be purchased until either all items were purchased or until a negative subtotal was reached, indicating insufficient funds to purchase that and subsequent items. The Wheeler, et. al. (1980) program, however, did not include a procedure to account for possible tax on items to be purchased. Further, the test-teach and trials to criterion design was not methodologically rigorous enough to allow for the conclusion that the procedures employed were responsible for student skill acquisition. The purpose of this program is to extend the work of Wheeler, et. al. (1980). Specifically, a multiple-baseline design will be used to validate procedures for teaching students to use a calculator to purchase both taxable and nontaxable supermarket items.

METHOD

Student Descriptions

Four students took part in this program. All were members of a self-contained class for the moderately/severely handicapped in a regular school within a medium sized eastern Iowa community. These Ss were selected to participate in the study because they formed a representative sample of the range of Ss served in this program. Further, all four Ss were considered less skilled in the math area than in other curriculum domains. Each S is described briefly below.

S_1 is a nineteen year old whose retardation is due to hereditary factors. His IQ score , as determined by the Stanford-Binet in 1981, was 42. S_1 speaks in full sentences. His math skills are not well developed. For example, in coin counting, he recognizes only the penny and can count up to 20 pennies. He is able to name the numerals 0-9 individually and in two and three digit numerals. He does not perform paper/pencil addition or subtraction operations.

S_2 is a twenty-year-old male whose retardation was the result of anoxia at birth. His IQ score, determined in 1981 through the Stanford-Binet, was 40. S_2 has been variously classified as either severely or moderately retarded. His severe behavior problems have resulted in his placement in a residential facility. S_2 recognizes all coins and can count pennies and simple penny-nickel combinations. S_2 names numerals 0-9 in one, two, and three digit numerals. He does not perform paper/pencil addition or subtraction operations.

S_3 is a twenty-one-year-old male with Downs Syndrome. His IQ, as determined by the Stanford-Binet in 1982, was 43. He names all coins and can count pennies to 17. He names numerals but is not able to perform paper/pencil addition or subtraction operations.

S_4 is a nineteen-year-old Downs Syndrome male. His Stanford-Binet IQ score, determined in 1981, was 31. He labels only the penny, can count to 3, and can label only the numerals 1 and 2.

Terminal Objective and Task Analysis

Given one of the following paper money denominations ($1, $5, $10, or $20), a prosthetic card displaying a picture of the various bills along with the printed amount after 3% sales tax is removed, a pocket calculator, and one to ten taxable or nontaxable grocery items totalling less than or more than the amount given, the student will:

1. turn the calculator on.
2. press the "clear" key.
3. enter the amount indicated on the prosthetic card for the bill denomination given.
4. press the minus key.
5. enter the cost of the first item.
6. press the minus key.
7. continue 5 and 6 until either:
   a. all items are purchased or
   b. a negative subtotal is reached, in which case the item is returned.
8. turn off calculator.

on six consecutive occasions, three each when provided with enough or not enough money to purchase all items.

Entry Skills

Prior to instruction, students were tested on the following skills and taught to a criterion of three consecutive correct if not exhibited:

1. Given cards containing one to four digit numerals, Ss will point to the matching digits in succession on a simulated calculator display.
2. Given the prosthetic card (see Materials section below) and random presentations of $1, $5, $10, or $20 bills, Ss will point to the correct responding bill depicted on the prosthetic card.
3. Given grocery items with price tags placed in various locations, Ss will point to the price tag.
4. Given price tags of amounts printed using either the dollar sign or cents sign, Ss will turn the price tag so that it is right side up (e.g., 18¢, not ¢8I; $1.19 not 6I˙I$).

Materials

Ss were provided with a digital pocket calculator containing keys for the typical calculator functions (on/off, clear, minus sign, etc.). The prosthetic card provided to Ss was constructed by xeroxing the face of the various bill denominations, outlining them in black ink, and attaching them to an 8" x 11" piece of tagboard and then laminated. Next to each denomination was the dollar amount less Iowa's 3% sales tax. While not all items to be purchased would be taxed, subtracting the tax at the outset was considered preferable to attempting the anticipated lengthy process of teaching Ss to discriminate taxable from nontaxable items.

Actual money was used during instruction and generalization probes. Actual supermarket items were used as well.

Settings

Ss were individually baselined and taught to criterion in a little used office near their classroom. Generalization probes were conducted in an actual community supermarket.

Design and Procedures

A multiple baseline design across four Ss was employed to evaluate the effectiveness of the program. Each design phase is described below.

Phase I: Baseline All Ss

Each S received six baseline trials. Baseline procedures involved presentation of the materials indicated in the terminal objective and the cue, "Show me how you buy these grocery items." The teacher then recorded with a plus (+) or minus (-), respectively, the steps in the task analysis which a S performed correctly or incorrectly. Ss were allowed to proceed until they completed the sequence or until an error was rendered, at which point the trial was terminated. The teacher thanked the S for attempting the task but did not correct errors or reinforce him for correct responses.

Phase II: Teach Student 1

At the beginning of each instructional session, the teacher modeled the use of the prosthetic card and the consecutive subtraction calculator procedure. He then provided anywhere from three to six instructional trials per session. Instructional trials involved the presentation of the materials and cues described above. S_1 was allowed to perform the sequence until he completed it correctly or until an error was performed. Correct performance was consequated with enthusiastic praise statements. Incorrect responses were followed by: a) a verbal prompt (e.g., "No, you forgot to push the minus button."); b) if verbal cues did not correct the error, the teacher modeled the correct response and required S to imitate his model; and c) physical guidance was provided if modeling was ineffective. Following error correction, S_1 was allowed to complete the task sequence. However, subsequent task steps were scored with a minus.

Once S_1 reached criterion, S_2, S_3, and S_4 were rebaselined. It was believed that rebaselining subsequent students allowed for sufficient experimental control while at the same time not removing students from instruction on other important objectives merely to obtain continuous baseline measures.

Phases III, IV, and V: Teach S_2, S_3, and S_4, Respectively

Instruction for each *S* with rebaseline of remaining *Ss* was conducted in succession. Procedures employed were identical to those used with S_1.

Phase VI: Follow-up Maintenance and Generalization Probes

Following instruction, probes were conducted in an actual supermarket in order to assess skill maintenance and generalization. S_1 received probes 14 days and 41 days following criterion performance. S_2 received probes 8 days and 35 days after reaching criterion, S_3 21 days, and S_4 4 days. Probe trials did not involve the provision of a teacher model at the beginning of the session. Praise for correct performance on the sequence of steps and correction procedures for errors were, however, provided during probe trials.

Reliability

Reliability measures were obtained for each *S* during baseline, instruction, and probe phases. At least eight reliability probes were conducted for each *S*. Several trained observers who were not fully apprised of the program's purpose served as reliability observers. The reliability observer was positioned so he/she could observe the *S* but not view the teacher's data sheet. Reliability coefficients were determined through the following formula:

$$\frac{\text{lower number of task steps recorded as correct}}{\text{higher number of task steps recorded as correct}} \times 100\%$$

Reliability coefficients ranged from 75 percent to 100 percent with a mean reliability across all observations of 98 percent.

RESULTS

Figure 1 graphically depicts student performance in the program. As indicated in Figure 1, all students reached criterion. The multiple baseline design indicates that in all cases, performance remained the same across baseline and only improved following the provision of instruction. Trials to criterion ranged from 16 (S_2) to 49 trials (S_4).

Probe data indicated that both S_1 and S_2 demonstrated a performance decrement on initial probe trials. On the basis of these data, it was decided to provide review sessions once or twice per week thereafter. This procedure resulted in improved performance on the second set of probe trials provided S_1 and S_2 and relatively stable skill maintenance for S_3.

DISCUSSION

The results of the present study are extremely encouraging; so encouraging, in fact, that the teaching staff has extended instruction to other moderately/severely handicapped students in the classroom. To date, five additional students have reached criterion and 10 others are making progress toward acquisition of the program--relevant entry skills cited above.

In addition to the data provided above, several interesting observations should be noted. First, the two steps which seemed to provide Ss with the most difficulty were entry of the item cost and determination of when they had run out of money. The former problem occurred despite the entry skill requirement that Ss match 4 digit numerals. A technique that was found to be particularly useful was for Ss to point to the first digit with one hand and press the corresponding calculator numeral with the other hand prior to moving the finger and entering the subsequent digits, always comparing the calculator read-out with the price tag. The pointing and looking response appeared to reduce the number of reversal and digit repetition errors.

With respect to the minus sign problem, it was noted that on some calculators the indication of a negative subtotal is difficult to discriminate. With S_4, this was the case despite randomly presenting negative and positive subtotals in a repeated practice fashion, a procedure that was successful with other students. For S_4, it was finally decided to use a calculator whose read-out more clearly indicated a negative subtotal. Additionally, more powerful reinforcers (edibles) were provided for looking and then faded out.

A second observation involves the reaction of students to using the calculator. All four students appeared extremely eager to use the calculator, an anectodal finding also reported by Koller and Mulhern (1977). Even students who for a number of recent years were not motivated to perform "academic" tasks evidenced significant effort to acquire calculator use skills. One might attribute the reinforcing properties to both the calculator itself, an enjoyable toy for many handicapped individuals, as well as to the fact that the calculator-related math skills were taught within the context of a functional purchasing program. Students indicated that they were eager to show the teacher and their parents that they too could shop in stores.

Although the students were taught to purchase taxable and nontaxable grocery items, at least two additional concerns must be addressed if students are to be taught more independent supermarketing shopping. First, not all items are clearly marked with individual unit price tags. The price tag for some items can be found on the shelf immediately above or below the corresponding item. Other price tags indicate multiple item costs (e.g., 2/69¢). Teachers should carefully inventory the pricing systems employed in to-be-used supermarkets and grocery stores. In this manner, it can be determined whether students should be taught to search the items themselves and/or the shelves above or below the items to locate the price. When multiple unit pricing is encountered, we would recommend teaching students to purchase the number of units indicated (two, in the above example) and subtracting the price indicated (69¢). This procedure is recommended because it minimizes more complex mathematical calculations.

Second, it is recommended that a supermarket search strategy be taught in conjunction with a calculator use procedure. Wheeler, et. al. (1980) taught students to use aisle/category headings to find items. Nietupski, Certo, Pumpian, and Belmore (note 3), arranged shopping lists according to the order such items would be found in a particular supermarket and taught students to proceed down each aisle in succession. Regardless of the system employed, it is recommended that attention be directed to this important set of skills.

Instructional personnel serving moderately and severely handicapped students must continue to question the validity of presumed prerequisites to the performance of functional community-referenced skills. The use of prosthetic devices such as calculators and money cards represent two methods by which skill demands may be minimized, allowing students to participate in community-based instruction. Creative efforts by professionals in the field no doubt will lead to other effective methods.

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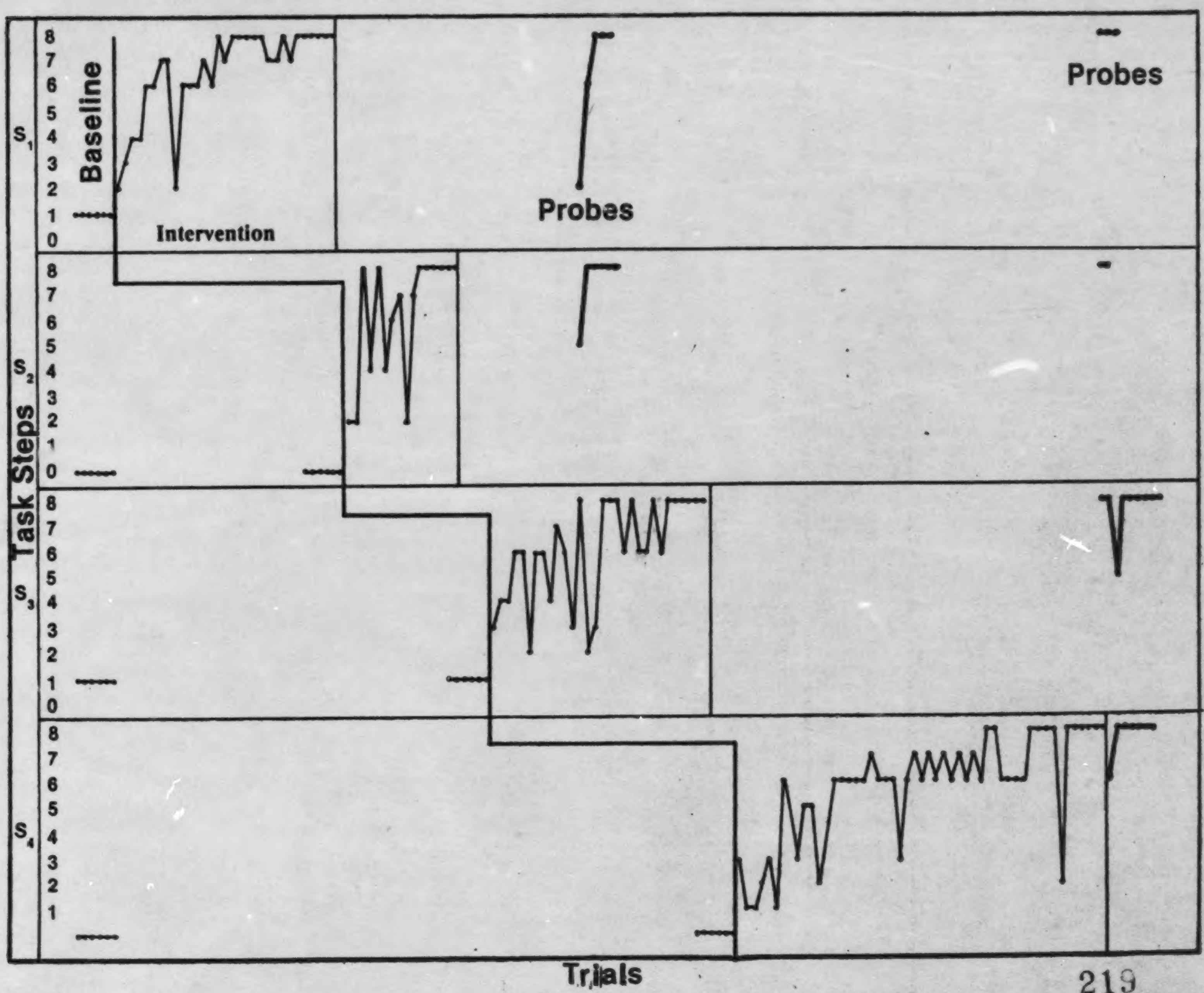


Figure 1

Multiple-Baseline Ac[illegible] Students Analysis of Calculator Use Task
Performance in Baseline, Intervention, and Probe Phases

Chapter 5

Project Spencer: Community/Vocational/ Domestic Training For Moderately Mentally Disabled Students in Spencer, Iowa

BY:

STEVIE SHIVELY

Chapter 5

PROJECT SPENCER: COMMUNITY/VOCATIONAL/DOMESTIC TRAINING FOR MODERATELY MENTALLY DISABLED STUDENTS IN SPENCER, IOWA

By Stevie Shively

Description of Students, Staff, and Facilities

Lincoln Elementary School is a public education facility for regular elementary students (grades K-6--approximately 300 students) and special education classes for elementary-age students. There is one multi-categorical resource room, one class for mildly mentally disabled students, one class for the moderately mentally disabled students, one class for severely/profoundly mentally disabled students, and one developmental preschool class.

The class for moderately mentally disabled students had 10 students (four females, six males) ages seven to thirteen. Additionally, one eleven-year-old girl labeled severely mentally disabled was in the class on a rules exception. Students exhibited a wide range of communication skills--three students were essentially nonverbal, five spoke using short phrases (several of whom had severe articulation difficulties) and two spoke using short sentences. A "total communication" program using sign language was being used with a number of the students. All students were ambulatory. Four students received OT services to improve balance and gross motor coordination. Because of students' ages and current functioning levels, students ranged from total supervision in the form of teacher proximity control to semi-independent functioning.

Permanent staff included a full-time teacher and two and on-half teacher aides. All students were seen by a speech/language clinician three to four times per week, and four students were seen by a certified occupational therapist assistant twice per week. The speech clinician as well as the special education consultant instructed one or two students one hour per week during Community Functioning skills instruction. A student teacher from the University of Northern Iowa was in the classroom the last nine weeks, as well as a high school student (two periods per week) involved in a child development lab experience.

The classroom was large with a well-equipped kitchen and separate laundry room and full bath. Tables and chairs were used rather than the traditional desks because of their versatility. The classroom was used for instruction in Prevocational and Domestic Living skills because of the young age of the children - feeling that it was important to have access especially to cooking, cleaning, and laundry facilities on a daily basis and also to facilitate scheduling five students into regular music and p.e. classes. Plans are being made to use a community-based Domestic Living site in the near future for older students.

Students receive individual, small group, and large group instruction in all phases of the curriculum. Thus, we try to follow our schedule closely. Mornings are set aside for "opening exercises", communication groups, functional academics and Domestic Living, individual instruction, and Community Functioning. Afternoons are used for Prevocational Training and Recreational skills. These instructional activities are all scheduled around physical education, music, art, occupational therapy, and speech/language instruction.

Community Functioning

"Community Functioning" was originally implemented at the beginning of the 1980-81 school year. Another teacher, Diana Mingus, and I had visited Project A.M.E.S. during the spring of 1980 and also participated in a workshop given by Paul Bates and Steve Maurer in Burt, Iowa. Therefore, we wrote our own curriculum, met with parents, and explained the program we would be starting (Attachment #1 and Figure 1). Store managers were initially contacted by phone. The program was explained as well as days and times students would be working in their stores. All managers were extremely cooperative and welcomed us in their stores.

The 1981-82 school year was spent expanding and refining the Community Functioning curriculum, adding task analyses, and improving the data collection system. At the beginning of the 1981-82 school year, a letter and news article were sent to all stores participating in the Community Functioning program once again explaining the program (see Figure 2). More detailed inventories of the environments to be used were used also developed (see Figure 3).

A letter was also sent to parents re-explaining Community Functioning and asking them to indicate the financial contribution they could make toward their child's meals in the community (Figure 4). Financial assistance was given by the local ARC for those families not able to pay for all meals eaten out.

Community Functioning activities were simulated in the classroom as much as possible before going to actual sites (see Figures 5 and 6). Once per week actual community experiences were conducted. To normalize this experience as much as possible, small groups, rather than the class as a whole, were provided with instruction. Specifically, three or four different students were transported in a school van by two staff members on three different days. By conducting instruction within small groups, we did not overwhelm the stores, and we were able to schedule around students who were mainstreamed. The reduction of three to four students also allowed more physical space for those students left in the classroom to practice other skills, particularly in the Domestic domain.

Data sheets, charts, and graphs used are found in the original curriculum (Attachment #1). Forms developed during the 1981-82 year are depicted in Figures 7-11. Since home-school communication is so extremely important, written reports were sent home with each child on the day in which they participated in Community Functioning skills instruction (Figures 12-14).

Prevocational Skills

All students participated in the Prevocational program for 30 minutes four afternoons per week. Emphasis was placed on a positive attitude toward "work", production quality, attending to task, and production rate. Figure 15 provides a description of program goals and vocational tasks. As indicated in Figure 15, a large number of simulated jobs were developed to give students experience. Further, the following "real" jobs, many obtained from the local work activity center (WAC), were employed:

1. collating instruction packets for elementary teachers
2. assemble Christmas ornaments
3. sand and stain key racks which were then sold at a craft sale
4. collate, fold, and label newsletters for two organizations (monthly)
5. tie carcus ropes - WAC
6. place "O" rings on valves (for grease guns) - WAC
7. sort silverware for school lunch program
8. fill napkin holders
9. pass out milk in the school
10. wash tables

Because of the age of the students, they were rotated to different jobs each week.

At the end of each Vocational training session, student production totals were recorded and charted on graphs. Points were earned on the basis of production rate. Each student marked the number of points earned on individual charts. Periodically, points were exchanged for backup reinforcers that students had chosen to work toward. Parent letters were sent home indicating quality of work and number of points earned. This seemed especially effective, in most cases, as parents were aware of what was going on and would comment on student's progress at home.

Selected Results of the Vocational Programming

Efforts included:

1. 1,693 carcus ropes tied by students
2. 1,675 "O" rings placed on valves
3. 54 days in which school lunch silverware was sorted and napkin holders filled (two students each day, March-May)
4. 17 key holders sanded and stained
5. 5,464 pieces put together for Christmas ornaments

Domestic Living Skills

All students received instruction in Domestic Living skills. In the cooking area, emphasis was placed mainly on snack preparation. Two older students prepared a simple meal and ate in the room once per week (TV dinners, canned dinners, and vegetables). The degree of participation depended on the child's level of functioning and the age-appropriateness of the activity.

Task analysis and graphs developed for use in the Domestic Living skills domain are provided in Figures 16-24.

Recreation

All students received individual and small group instruction in the Recreational area. Emphasis was placed on choosing age-appropriate activities, following rules, attending to task for extended periods of time, and participating with increasing independence.

Figures 25 and 26 provide summary checklists of Leisure activities on which instruction was provided. In addition to these activities, the younger students attended a story hour and chose books at the public library each Friday morning. Older students went to the community-based public library one or two times per month. All students received swimming instruction one afternoon per week at the local YMCA. The school gym, when available, was used for jogging, exercising, and shooting baskets for older students. Recess times with regular elementary grades were used also.

Projections for 1982-83

The following goals were established for the Spencer MDT program for the 1982-83 school year:

1. Develop slide presentation of Project SPENCER
2. Make presentations to parent groups and service organizations
3. Develop more detailed task analysis of games, etc. used in Recreational skill area
4. Establish a home site for Domestic Living skills instruction with three to four older students
5. Increased number of actual work tasks in Vocational domain and refine data collection system.

ATTACHMENT #1

COMMUNITY FUNCTIONING

by Diana Mingus and
Steve Shively

The purpose of the Community Functioning program is to provide detailed, systematic instruction that will teach moderately and severely retarded students to function as independently as possible within their community.

Table of Contents

I. Statement of Purpose

II. Materials

III. Program Objective

IV. Charts and Graphs

V. Spencer Businesses

VI. Photographs (See File Box)

VII. Worksheets

VIII. Parent Letter(s)

IX. Public Information

X. Finances

Materials for Community Functioning

1. Card file - store names, picture cards
2. Charts, graphs - recording group and individual performance and progress
3. Menus, food containers, etc. from Spencer restaurants
4. Parent letter regarding students' weekly assignment
5. Photographs of Spencer businesses
6. Program objective checklist
7. Public information
8. Weekly Reader Practice books - market and menus, shops and services
9. Worksheets

Community Functioning

For Students in Self-Contained Special Classes

Levels of Functioning

A - Independent
B - Verbal Cue
C - Demonstration
D - Physical Prompt
X - Not Completed

PROGRAM OBJECTIVES

Student will obtain the following skills:

A. Shopping

_____ 1. identify photographs of specific stores, restaurants, service centers, etc. in Spencer.

_____ 2. identify specific store names from one to five distractors.

_____ 3. identify real items from specific stores.

_____ 4. identify pictures of items.

_____ 5. match pictures with items.

_____ 6. locate item(s) in mock shopping area of classroom.

_____ 7. using worksheets, will identify items that may be purchased at specific stores.

_____ 8. locate store when facing it, at distance no greater than 10 feet.

_____ 9. locate store within 50 feet.

_____ 10. locate store in shopping center from a central location.

_____ 11. locate store in shopping center from a second location.

_____ 12. travel to and locate store(s) independently in Spencer.

_____ 13. locate area where _____ items on picture cards are found.

_____ 14. locate area where _____ items on shopping list are found.

_____ 15. locate _____ specific item(s) on picture cards, using specified section(s) of a store.

_____ 16. locate _____ specific items on picture cards, using entire store.

Shopping (continued)

_____17. locate _____ specific items using a shopping list in specific sections of store.

_____18. locate _____ specific items using a shopping list in an entire store.

_____19. locate _____ item(s) on shopping list, using two to three stores.

_____20. make a shopping list of _____ items, according to needs and budget.

_____ recipe _____ weekly menu _____ personal items

_____ daily menu _____ household item checklist

_____21. locate items on own shopping list and take to check-out.

_____22. pay cashier for items.

_____23. use appropriate behavior.

B. Eating Out

_____ 1. order meal in mock situation.

_____ 2. pay for meal in mock situation.

_____ 3. order in restaurant without menu.

_____ 4. use menu in restaurant to order meal.

_____ 5. pay for own meal.

_____ 6. obtain necessary utensils, etc./as appropriate.

_____ 7. select table/wait to be seated.

_____ 8. eat with appropriate manners.

_____ 9. dispose of debris as appropriate.

_____10. ask for assistance (if necessary).

_____11. use restroom facilities (if necessary).

C. Library

_____ 1. "browse" unobtrusively and select book, record, etc.

_____ 2. check out book, record, etc.

Library (continued)

_____ 3. return book, record, etc.

_____ 4. pay fine.

_____ 5. travel to library.

D. Post Office

_____ 1. mail letter(s) using outside drop boxes--LOCAL.

_____ 2. mail letter(s) using outside drop boxes--OUT OF TOWN.

_____ 3. mail letter(s) using outside drop boxes--LOCAL and OUT OF TOWN.

_____ 4. mail letter(s) using inside slot--LOCAL.

_____ 5. mail letter(s) using inside slot--OUT OF TOWN.

_____ 6. mail letter(s) using inside slots--LOCAL and OUT OF TOWN.

_____ 7. purchase stamp(s).

_____ 8. put correct postage on letter(s) and/or post cards

_____ 9. pick up a package.

_____10. mail package.

E. Bank/Savings and Loan

_____ 1. deposit money in account with bank book.

_____ 2. cash check.

_____ 3. exchange bills for coins, coins for bills.

_____ 4. use appropriate behavior.

_____ 5. locate and travel to bank or savings and loan.

F. Medical/Dental Offices

_____ 1. make an appointment--by phone.

_____ 2. make an appointment--in person.

_____ 3. arrive at correct time and day.

Medical/Dental Offices (continued)

_____ 4. inform receptionist of arrival.

_____ 5. use appropriate behavior in waiting room.

_____ 6. get information dealing with payment.

_____ 7. locate and travel to office.

G. Movie Theatre

_____ 1. purchase ticket.

_____ 2. purchase snack.

_____ 3. locate seat.

_____ 4. watch movie using appropriate behavior.

_____ 5. locate and use restroom facilities (if necessary).

_____ 6. ask for assistance (if necessary).

_____ 7. travel to and from theatre.

H. Thoroughfares

_____ 1. cross streets safely--with lights.

_____ 2. cross streets safely--with signs.

_____ 3. read signs and symbols: stop, in, out, men, women, etc.

_____ 4. use automatic doors appropriately.

_____ 5. use elevator and/or escalator--where available.

I. Phone Booth

_____ 1. locate.

_____ 2. use correct amount of money.

_____ 3. dial number.

J. Vending Machine

____ 1. locate machine.

____ 2. purchase item.

____ 3. dispose of debris.

COMMUNITY FUNCTIONING

Date: ______________________ Store: ______________________

Key: A - Independent B - Verbal Cue C - Demonstration
D - Physical Prompt X - Not Completed

Department:	Student						Comments:
Items:							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
Department:							
Items:							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Key

A - Independent
B - Verbal Cue
C - Demonstration
D - Physical Prompt
X - Not Completed

COMMUNITY FUNCTIONING

Student: ______________________________

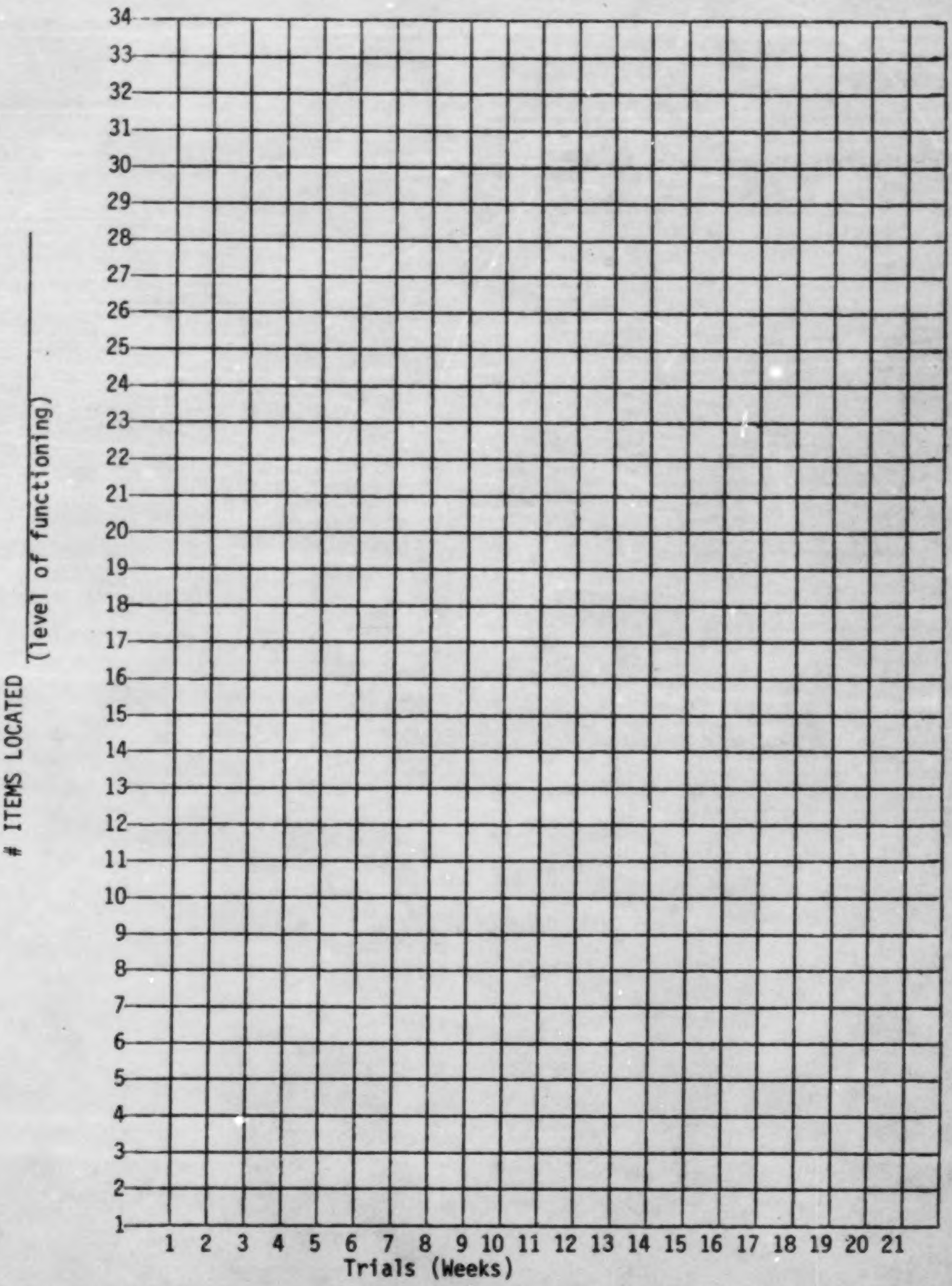
Store: ______________________________

# Items Located

Date	Depts.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48

Community Functioning

Student: ______________________________
Dates: ______________ to ______________
Store: ______________ Depts.: ______________
Shopping Time: __________ Level of Functioning: A B C D X



Community Functioning

Student:____________________________

Store:______________________________

Dates	# Depts.	Number of Items Located																

Key:

A - Independent

B - Verbal Cue

C - Demonstration

D - Physical Prompt

X - Not Completed

Community Functioning

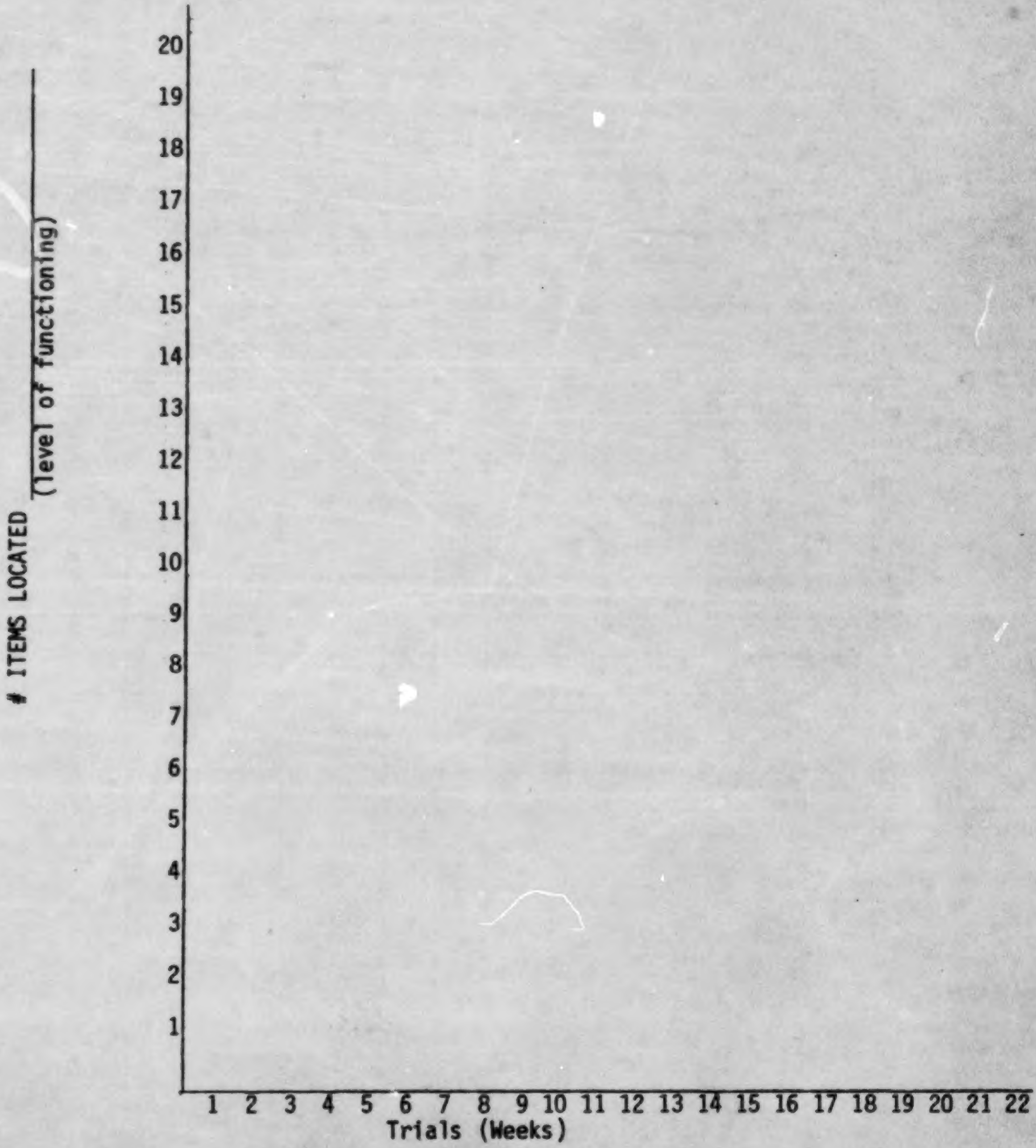
Student: ____

Dates: ____________________ to ____________________

Store: ____

Department(s): ____________________________________

Shopping Time: ____________________ Level of Functioning: A B C D X



Community Functioning

Date: ____________________ Store: ____________________

Department(s): ____________________

Items		Students										
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
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30												

Key: A - Independent B - Verbal Cue C - Demonstration
D - Physical Prompt X - Not Completed

Spencer Businesses

Department Stores

Bostwicks
K-Mart
J. C. Penney
____
Sernett
Woolco
Younkers

Grocery Stores

Fareway
HyVee
Jack and Jill
Super Valu
Johnson Grocery
____

Restaurants

A & W
Burger King
Center Cafe
Country Kitchen
El Fredo Pizza
Happy Joe's Pizza
Godfather's Pizza
Hardees
Kentucky Fried Chicken
McDonald's
Maxwells
Pizza Hut
Rexall Drug
Stub's House of Plenty
Stub's Ranch Kitchen
Taco John's
Thurston Place
____

Community Service Centers

Worksheets

The following pages may be used to supplement daily lesson plans with activities as specified by instructor. The following list of activities are examples of how the sheets may be used.

Pages 1, 6, 14

Student will:

a. match store name from picture of that store
b. verbally name each store
c. verbally name each store and list 1, 2, 3, etc. items that may be found in that store
d. mark a (blue) "x" on "store"
e. draw a circle around "store"
f. circle the store nearest to where they live

Other:

Pages 2-5, 7-11

Student will:

a. select from a group of photographs of stores the corresponding store name
b. select and paste items found in that store from a group of pre-cut pictures
c. verbally identify store and list 1, 2, 3, etc. items found in that store
d. cut out from a newspaper or magazine items that could be found in that store
e. previous to shopping trip, take sheet home along with weekly flyer or ad to obtain shipping list from parent
f. compile shopping list from daily or weekly menu or from recipes

Other:

Page 12

Student will:

a. point to or mark the store that is different from the rest
b. point to or mark the store names that are the same

Other:

Page 13

Student will:

a. point to or mark Pamida
b. find ads for these stores in The Shopper

Other:

Page 14

(Refer also to activities for pages 1 and 6.) Student will:

a. point to or mark the store that does not serve food
b. point to or mark the department store.

Other:

SHOPPERS SUPPLY

Eddie Quinn

Morony
CLOTHING CO., INC

Gambles

Kmart
THE SAVING PLACE

PAMIDA

JCPenney

Pizza Hut

A&W
701 S. Grand
262-3719

COUNTRY
KITCHEN

Sernett
DEPARTMENT STORE

[redacted]

Hy-Vee

FAREWAY STORES
INCORPORATED
ECONOMICAL FOOD DISTRIBUTION

SAFEWAY

SPENCER
SUPER VALU

Office of the
Principal

Spencer Community Schools

SPENCER, IOWA 51301

To: Parents of ______________________
From: Stevie Shively
Date: ______________________
Re: Community Functioning

I. Shopping

Department Stores

K-Mart
Bostwicks
Pamida
J.C. Penney
Sernett
Woolco
Younkers
____

Grocery Stores

Fareway
HyVee
Safeway
Super Valu
____

Number of items located ______________

Work time ____________________

Level of Independence

A - Independent
B - Verbal Cue
C - Demonstration
D - Physical Prompt
X - Not completed

II. Eating Out

Restaurant ___________________________

Skills (See above "Key" A - X for level of functioning)

_____ ordered meal
_____ payed
_____ obtained necessary utensils, etc. as appropriate
_____ selected table/ wait to be seated
_____ ate with appropriate manners
_____ disposed of debris as appropriate
_____ asked for asistance (if necessary)
_____ used restroom facilities

Public Information

Teacher(s) implementing this program will personally contact business people, explain the program, and ask permission before using a store as a "shopping site".

Newspaper articles will be written for the Daily Reporter and Morning Herald to explain the program to the general public. Photographs will also be requested to show the program in action.

Finances

Special provisions need to be made for the weekly "eating out". At this time, it is proposed that the cost be shared equally by parents of students in the program, Spencer Community Schools, and Clay County Association for Retarded Citizens.

Office of the
Principal

Spencer Community School

SPENCER, IOWA 51301

September 11, 1980

Dear Parents,

At your child's annual review staffing I visited with you about the new curriculum I would be initiating this year.

First, the "Community Functioning"---each Tuesday morning we practice "shopping" in a Spencer store(i.e. grocery stores, variety stores, department stores, clothing, shoes,etc.). Tom Johnson and Carolyn Nordstrom will be helping with this each week. We will also eat out each Tuesday. Spencer Schools and the Clay County Association for Retarded Citizens have expressed interest in helping financially with the "eat out" part of the program. I estimate that each child will be able to eat on $1.50. I am therefore asking you to send $18 for the last third of the year(by March 10th). If you wish to send $1.50 each Tuesday that is fine too.

Secondly, we have started our prevocational program---four afternoons a week for 30 minutes. Each child has a "job"(i.e. assembly, disassembly, sorting). At the end of the work period each child gets paid for what they have produced. Money is saved in individual "banks" and can be used to purchase items from our "school store".

The prevocational program is from 1:00 to 1:30 every afternoon but Thursday. When you want to observe this or any other part of the program please let me know.

Sincerely,

Stevie Shively

Stevie Shively

Figure 1

Office of the
Principal

Spencer Community Schools

SPENCER, IOWA 51301

September 4, 1981

Dear Store Manager,

Last year our special education class at Lincoln Elementary implemented what we call "community functioning" in our curriculum. You were most helpful in allowing us to use your store as a site for instructing our students.

Our students are learning to identify and locate items in your stores, with our ultimate goal being that each student will shop as independently as possible.

We are continuing our program this year and would again like to use your store as a work site. I will call before we come the first time.

Enclosed is an article from the Spencer Reporter you may wish to share with your employees.

Your continued support is appreciated.

Sincerely,

Stephanie Shively
TMH Teacher, Lincoln

SS:mc
Enclosure

Figure 2

CURRICULUM
Spencer T.M.H.
Spencer, Ia.

DOMAIN: Community Functioning
ENVIRONMENT: McDonald's
SUB ENVIRONMENT: Entry
ACTIVITIES:

1. Locate door
2. Pull door open
3. Enter
4. Pull door open
5. Enter

SUB ENVIRONMENT: Food counter
ACTIVITIES:

1. Decide on food to order
2. Locate waiting waiter/waitress
3. Give order
4. Wait for total amount
5. Give enough money
6. Receive change, if any
7. Wait for food
8. Pick up tray

SUB ENVIRONMENT: Condiment section
ACTIVITIES:

1. Locate condiment counter
2. Set down tray
3. Pick up paper cup
4. Push down for catsup
5. Set down cup
6. Press down for straw
7. Pull out for napkin
8. Pick up tray

SUB ENVIRONMENT: Seating
ACTIVITIES:

1. Select unoccupied table
2. Set down tray
3. Seat self
4. Eat appropriately
5. Gather disposibles
6. Pick up tray
7. Stand up

SUB ENVIRONMENT: Garbage Receptacle
ACTIVITIES:

1. Locate receptacle
2. Push in door
3. Remove disposible garbage into receptacle
4. Set tray on counter above

SUB ENVIRONMENT: Exit
ACTIVITIES:

1. Locate exit nearest to vehicle
2. Push door open
3. Exit
4. Push door open
5. Exit

Figure 3

DOMAIN: Community Functioning
ENVIRONMENT: Burger King
SUB ENVIRONMENT: Entry
ACTIVITIES:
1. Locate door
2. Open door
3. Enter

SUB ENVIRONMENT: Food Counter
ACTIVITIES:
1. Decide on food to order
2. Locate waiting waiter/waitress
3. Give order
4. Wait for total amount to pay
5. Give enough money
6. Wait for change
7. Wait for food
8. Pull out for napkins as needed
9. Turn knob for straw as needed
10. Ask for ketchup if needed
11. Pick up tray

SUB ENVIRONMENT: Seating
ACTIVITIES:
1. Select unoccupied table
2. Set down tray
3. Seat self
4. Eat appropriately
5. Gather disposibles
6. Stand up
7. Pick up tray

SUB ENVIRONMENT: Garbage Receptacle
ACTIVITIES:
1. Locate receptacle
2. Push in door
3. Remove disposible garbage into receptacle
4. Set tray on counter above

SUB ENVIRONMENT: Exit
ACTIVITIES:
1. Locate exit nearest to vehicle
2. Push door open
3. Exit

ENVIRONMENT: Pizza Hut
SUB ENVIORNMENT: Entry
ACTIVITIES:
1. Locate door
2. Pull door open
3. Enter
4. Pull door open
5. Enter

SUB ENVIRONMENT: Seating
ACTIVITIES:
1. Select unoccupied table
2. Sit down
3. Wait for waiter/waitress

Figure 3 (cont'd.)

SUB ENVIRONMENT: Ordering from menu
ACTIVITIES: 1. Accept menu from waiter/waitress
2. Decide on food to order
3. Tell waiter/waitress your order
4. Wait for food

SUB ENVIRONMENT: Salad Bar - only if ordered
ACTIVITIES: 1. Locate salad bar
2. Pick up bowl for soup (optional)
3. Ladle in soup
4. Set down bowl
5. Pick up salad plate/bowl
6. Move around salad bar
7. Spoon on desired foods in appropriate portions
8. Slide soup bowl along as you go
9. Pick up fork and spoon
10. Pick up bowls
11. Return to table

SUB ENVIRONMENT: Eating
ACTIVITIES: 1. Set down food
2. Seat self
3. Eat appropriately
4. Wait for pizza to come (if ordered)
5. Eat appropriately
6. Wait for bill

SUB ENVIRONMENT: Paying
ACTIVITIES: 1. Locate cash register
2. Give cashier enough money
3. Wait for change, if any

SUB ENVIRONMENT: Exit
ACTIVITIES: 1. Locate exit
2. Push door open
3. Enter foyer area
4. Push door open
5. Exit

Figure 3 (cont'd.)

ENVIRONMENT: Super Valu/Fareway/HyVee

SUB ENVIRONMENT: Parking Lot

ACTIVITIES:
1. Exit the van
2. Walk up to door marked ENTER (2)
3. Step on rubber mat at SuperValu (Fareway/HyVee push door)
4. Go through door

SUB ENVIRONMENT: Shopping cart area

ACTIVITIES: (Fareway/HyVee)
1. Pull end of cart towards you
2. Walk around it and grasp handles
3. Push cart

(Super Valu)
1. Grab handle of cart
2. Pull cart towards you to break away from others
3. Flip basket down

SUB ENVIRONMENT: Produce/Pop/Meat/Canned Goods/Baking Goods/ Crackers & Packaged Products/ Toiletries/ Paper Products/ Cleaning Products/ Frozen Foods

ACTIVITIES:
1. Dairy/Delicatessen/Bakery
2. Locate Item
3. Pick up item
4. Check price
5. Check size
6. Put item into cart

SUB ENVIRONMENT: Cashier

ACTIVITIES:
1. Push cart up to counter (Cashier picks up food from cart for you at SuperValu/Fareway)
2. Unload food onto check out counter (HyVee)
3. Go through narrow aisle to wait and pay
4. Pay for items
5. Receive change
6. Pick up grocery sack

(Wheel chairs can not get through aisle to pay. They must go around all cashiers counters to magazine rack and go through that aisle and come around to pay!)

SUB ENVIRONMENT: Parking lot

ACTIVITIES:
1. Step on mat
2. Locate van
3. Board van
4. Close van door

Figure 3 (cont'd.)

ENVIRONMENT: K-Mart/Sernett/Woolco/J.C. Penneys

SUB ENVIRONMENT: Parking Lot
ACTIVITIES:
1. Exit vehicle
2. Locate store entrance
3. Walk to entrance safely & avoiding obstacles
4. Exit store
5. Locate vehicle

Walk to vehicle following safety rules

6. Enter vehicle

SUB ENVIRONMENT: Entry
ACTIVITIES:
1. Locate Front of store
2. Locate "entrance" or "in" doors
3. Push or use automatic opener correctly
4. Use walkway
5. Open second set of doors

SUB ENVIRONMENT: Shopping cart area (K-Mart/Sernett/Woolco)
ACTIVITIES:
1. Locate shopping carts
2. Remove cart from line
3. Roll cart appropriately

SUB ENVIRONMENT: Departments
ACTIVITIES:
1. Locate department (use of overhead signs)
2. Manipulate cart in aisles
3. Locate item(s)
4. Find price tag
5. Find size tag
6. Remove item from shelf, rack, etc.
7. Examine item
8. Try clothing on
9. Make decision to purchase or not
10. Place item in cart
11. Use list to purchase # of items

SUB ENVIRONMENT: Dressing Rooms
ACTIVITIES:
1. Locate
2. Enter dressing room (request permission/receive # card from clerk)
3. Remove necessary clothing
4. Try on garment(s)
5. Return to hanger(s) if necessary
6. Exit dressing room
7. Give garments not purchased to clerk or leave in dressing room
8. Put purchase in cart and/or take to check-out

SUB ENVIRONMENT: Bathroom
ACTIVITIES:
1. Locate by area and name on door
2. Enter door(s)
3. Locate toilet not in use
4. Use toilet and flush
5. Wash and dry hands - as appropriate with facilities (soap, faucets, drying machine or towels)
6. Exit

Figure 3 (cont'd.)

SUB ENVIRONMENT: Water Fountain
ACTIVITIES:
1. Locate
2. Operate

ENVIRONMENT: J. C. Penneys
SUB ENVIRONMENT: Shoe Dept.
ACTIVITIES:
1. Locate
2. Look at shoes
3. Sit down & wait for clerk
4. Tell size or have foot measured
5. Choose shoe(s) to try on
6. Look in mirror
7. Make decision about purchase
8. Replace shoes
9. Pay clerk at counter
10. Exit with package

ENVIRONMENT: Woolco
SUB ENVIRONMENT: Snack bar
ACTIVITIES:
1. Locate
2. Look at menu
3. Order
4. Pay clerk
5. Locate place to eat &/or drink
6. Dispose of waste paper

ENVIRONMENT: K-Mart/Sernett/Woolco/J. C. Penneys
SUB ENVIRONMENT: Using shopping list & budgeting
ACTIVITIES:
1. Make shopping list (with & without priced ads)
2. Locate items on list
3. Compare prices of brands or similar items
4. Choose item within budget
5. Record cost on calculator
6. Total purchases on calculator
7. Judge if have proper funds for purchases

SUB ENVIRONMENT: Cashier
ACTIVITIES:
1. Locate cashier counter
2. Manipulate cart in line
3. Wait turn
4. Go through aisle
5. Give clerk money from billfold
6. Receive change
7. Put change in billfold
8. Pick up package

Figure 3 (cont'd.)

ENVIRONMENT: Y.M.C.A.

SUB ENVIRONMENT: Parking lot

ACTIVITIES:

1. Exit the van
2. Close van door
3. Step up onto sidewalk
4. Follow sidewalk to double doors
5. Enter the YMCA

SUB ENVIRONMENT: Lobby Area / Service Center

ACTIVITIES:

1. Sit at table and chairs
2. Use pop machine
3. Approach Service desk
4. Request athletic equipment
5. Request key for a locker
6. Choice snack from display
7. Pay for item
8. Wait for change
9. Ask for information concerning Y activities
10. Sign up for a class session
11. Exit service center area

SUB ENVIRONMENT: Locker Room

ACTIVITIES:

1. Locate locker by matching number on key to mumber on locker
2. Open locker
3. Put all belongings inside locker
4. Change clothes
5. Put street clothes inside locker
6. If changed into suit: approach shower area
7. Take shower
8. Exit shower area through door to drying area
9. Wait for instructor to unlock pool door
10. Enter pool area
11. If changed into gym suit: exit locker room door
12. After using gym or pool: enter locker room
13. Remove suit at locker
14. Take towel and/or personal belongings to shower area
15. Use restrooms
16. Use sinks and mirrors
17. Use hair dryers

SUB ENVIRONMENT: Shower Area

ACTIVITIES:

1. Enter shower area from locker room or pool area
2. Leave towel on towel bar
3. Turn shower on
4. Adjust water temperature
5. Take a shower
6. Wash hair
7. Turn shower off
8. Dry with towel
9. Exit shower area

Figure 3 (cont'd.)

SUB ENVIRONMENT: Pool

ACTIVITIES:

1. Enter pool area through door in drying area
2. Leave towel on benches
3. Demonstrates the following swimming skills
4. Approaches water
5. Stand in water waist deep
6. Immerses face in water
7. Bobs in water
8. Hold onto side and kick
9. Float with assistance
10. Float without assistance
11. Propels self through water using kick only
12. Propels self through water using kick and arm stroke
13. Jumps into pool from side
14. Dives into pool from side
15. Jumps into pool from board
16. Dives into pool from board
17. Engages in pool games
18. Exit pool with assistance
19. Climb up ladder
20. Find towel
21. Go to drying area / dry off
22. Enter locker room area

SUB ENVIRONMENT: New Gym / Track

ACTIVITIES:

1. Descend steps into gym
2. Enter gym
3. Use mats for exercising
4. Shoot baskets
5. Play basketball
6. Play volleyball
7. Jog around gym
8. Exit gym door
9. Ascend steps to service center area
10. To jog: go up steps to track area
11. Jog around track
12. To go into exercise room: enter through door from track
13. Exercise on mats
14. Use universal machine
15. Lift weights
16. Exit exercise room onto track
17. Descend steps from track to service center area

Figure 3 (cont'd.)

ENVIORNMENT: Library

SUB ENVIRONMENT: Street

ACTIVITIES:
1. Open van door
2. Exit van
3. Enter library through front door only

SUB ENVIRONMENT: Front desk

ACTIVITIES:
1. Return books previously checked out by laying them on counter
2. Check out new books by presenting library card
3. Tape files are available at front desk. Flip through file and present card with name of tape requested
4. Request to recheck out book; present book wait while librarian stamps it
5. Exit library

SUB ENVIRONMENT: Reading Area

ACTIVITIES:
1. Sit down in chair or at table
2. Read book or magazine
3. Browse for magazines

SUB ENVIRONMENT: Large Print Books/Reference/Fiction/Non-fiction Area

ACTIVITIES:
1. Browse for book
2. Check card catalog for information pertaining to book
3. Pick out records
4. Take to front desk

SUB ENVIRONMENT: Encyclopidia/Reference Material

ACTIVITIES:
1. Choose a study carrel and sit down
2. Browse for books

SUB ENVIRONMENT: Use of Iowa Documents Depository

ACTIVITIES:
1. Choose document needed from card file
2. Choose study carrel
3. Use microfish carrel

Figure 3 (cont'd.)

ENVIRONMENT: Post Office

SUB ENVIRONMENT: Parking lot

ACTIVITIES:

1. Exit the van
2. Close van door
3. Walk up stairs to the 3 sets of double doors
4. Choose a door to go through
5. Pull door open
6. Enter post office

SUB ENVIRONMENT: Desk area

ACTIVITIES:

1. Turn right after entering post office
2. Approach glass doors
3. Pull open door
4. Enter desk area
5. Approach desk
6. Request what you need (stamps, parcel post)
7. Pay for item requested or being purchased
8. Exit desk area through glass door

SUB ENVIRONMENT: Lobby (area for mailing letters, buying stamps)

ACTIVITIES:

1. From main entrance approach the mailing area by walking straight ahead
2. Put money into stamp machine
3. Tear off stamps
4. Lick stamps
5. Put on letter
6. Mail letter in slot labeled Local
7. Mail letter in slot labeled Out of Town
8. Turn around and exit post office

SUB ENVIRONMENT: Rental Box area

ACTIVITIES:

1. Turn left after entering Post Office
2. Enter the post office box area
3. Locate number of post office box
4. Put key into lock, to open door
5. Remove mail
6. Close door
7. Turn key and remove
8. Exit Post Office

SUB ENVIRONMENT: Parking lot

ACTIVITIES:

1. Exit Post Office through double doors
2. Descend steps
3. Locate van
4. Board van
5. Close van door

Figure 3 (cont'd.)

Office of the Principal

Spencer Community Schools

SPENCER, IOWA 51301

Dear Parents,

"Community Functioning" is one of the newest parts of our curriculum. It is also one of the most important.

Each Tuesday morning we spend 1 hour in a Spencer store - learning to locate items as independenlty as possible.

Your child is learning through as many community based activities as possible. To learn in the "real world" is so much more meaningful than spending 100% of our time in the classroom.

Each student's progress is recorded and charted, then reported to you. Your child will work with one or two other students and an adult supervisor (Tom Johnson-Speech Clinician; Carolyn Nordstrom Kruger - Consultant; Bev Skinner, Kris Woolston or Jo Black-T.A.'s or myself.)

Following our 1 hour of "shopping", (students locate but do not pick up items - actual shopping takes place in small groups on another day), we go to a local restaurant for lunch. Each child orders, pays, carries tray and eats with as much independence as possible. Small groups of students often eat together - with an adult in another booth keeping a watchful eye. They feel more "grown-up" this way and often talk more to each other!

Any day a child does not eat a school lunch his/her ticket is not punched. Therefore, I am asking each child's parents to contribute to their child's "eating out." We will eat out a total of 40 times. Please fill out the form below and return to me as soon as possible.

I will send the following amount of money for "eating out" for

____
Student

Check one:

____ $19.50 for 13 meals at $1.50 each.
____ 30.00 " 20 " " " ".
____ 45.00 " 30 " " " ".
____ 60.00 " 40 " " " ".
____ We are not able to contribute

Cash or check may be sent to school by the quarter or semester and a receipt will be sent home.

____
Parent signature

Figure 4

Instructional Protocol Used During Simulated Calculator Use Training in Classroom

Calculator skills - "Do you have enough money to buy__________?"

1. "You have __(amt. of $)__ to spend. Put this amount on the calculator." (No decimals.)
2. "What do you want to buy?" (Use real items or ads)
3. "How much does this item cost?"
4. "Push minus sign."
5. "Record item price."
6. "Push equals sign."
7. "Can you buy this?" (Minus means NO and no minus means YES)

Figure 5

Communication Used at a Community Fast Food Restaurant

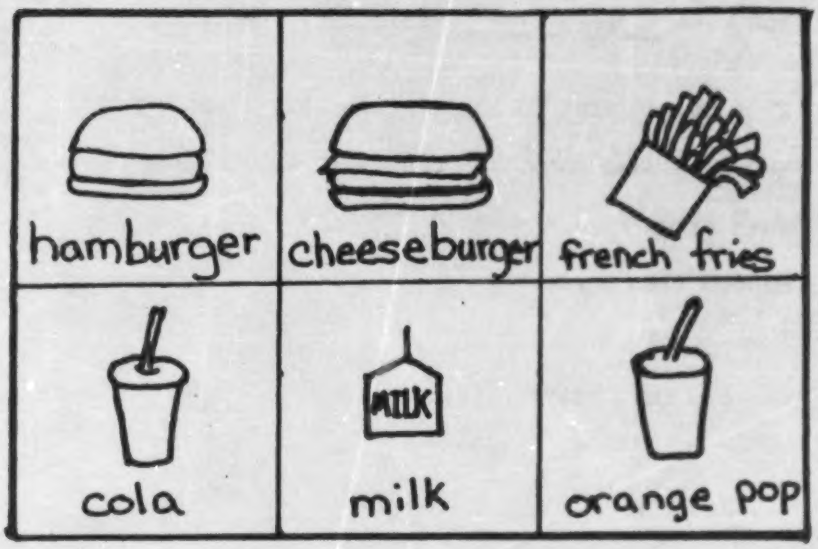

hamburger
cheeseburger
french fries
cola
milk
MILK
orange pop

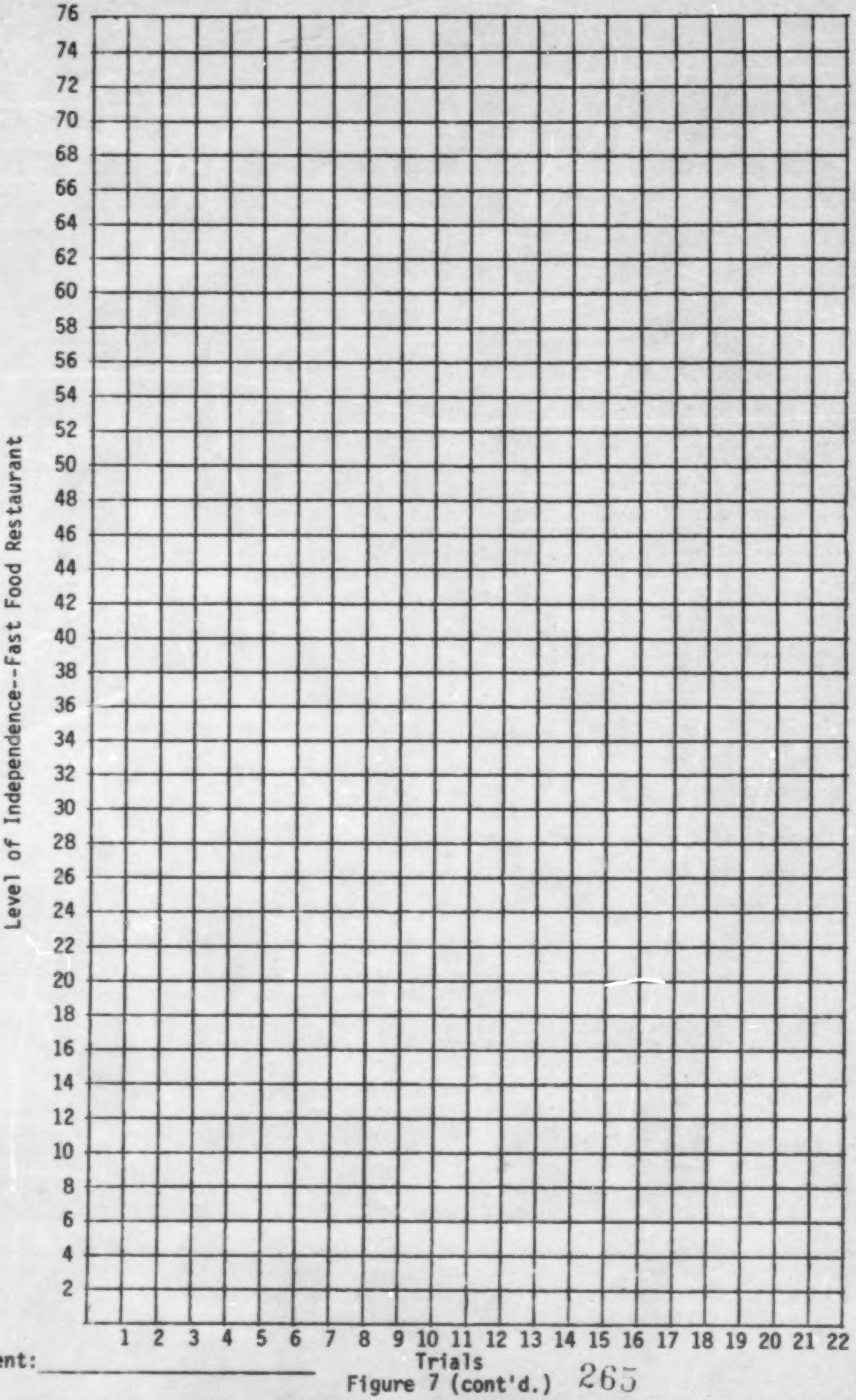
Figure 6

Community Functioning--Fast Food Restaurant

	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. open door(s)																
2. approach (open) counter																
3. get in line																
4. place order																
5. give money to waitress																
6. receive change																
7. manipulate billfold																
8. responsible for own billfold																
9. wait for order																
10. condiments (ask or get own																
11. cary tray																
12. select table																
13. set tray on table																
14. coat (chair or booth																
15. eat appropriately																
16. dispose of garbage																
17. put tray away																
18. coat																
19. exit																
20.																
21.																
22.																
23.																
24.																
25.																

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

Figure 7



Student:__________________________

Figure 7 (cont'd.)

TASK ANALYSIS

Post Office Use

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. enter appropriately (i.e. steps, doors)															
2. locate and approach counter															
3. wait in line for turn															
4. purchase stamp(s) and leave line															
5. locate table															
6. place stamp on envelope															
7. mail letter--local															
8. mail letter--out of town															
9. exit appropriately															
10.															
11.															
12.															
13.															
14.															
15.															

Figure 8

TASK ANALYSIS

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

Crossing Street Using Street Light

	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. locate corner crossing															
2. locate traffic light across street															
3. identify color red and associate with "stop"															
4. identify color yellow and associate with "wait"															
5. identify color green and associate with "go"															
6. look for cars both ways															
7. cross street in crossing area															
8. cross street in allotted time															
9.															
10.															
11.															
12.															
13.															
14.															
15.															

Figure 9

Student:______________________________ **Store:**____________________

Levels of Assistance: 5 - no assistance; 4 - verbal cue; 3 - verbal cue and model; 2 - verb cue and partial physical assistance (prompts); 1 - verbal cue and total physical assistance

Items																		
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		
11.																		
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13.																		
14.																		
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23.																		
24.																		
25.																		
26.																		
27.																		
28.																		
29.																		
30.																		
TOTAL POINTS																		

GRAPH

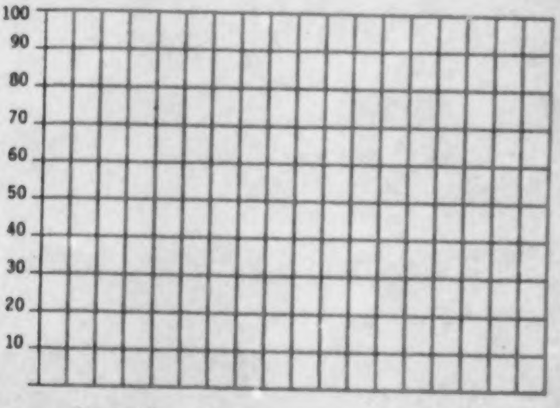


Figure 10

Sample Data Sheet/Graph Combination

Crossing Uncontrolled Intersection Recording Form

Date: ______________________ Phase: __________ Session: __________

Trainer: ______________________ Trainee: ______________________

INSTRUCTIONAL ASSISTANCE

Code	Level of Assistance	Specific Physical Assistance	Verbal Cue
5	None	None	None
4	Verbal Cue	None	LISTEN
3	Verbal Cue and Model	Point Prompt	WATCH ME
2	Verbal Cue and Prompt	Nudges	YOU DO IT
1	Verbal Cue and Physical Assistance	Total	DO IT WITH ME

	TASKS/TRIALS	1	2	3	4	5	6	7	8	Total	Average
APPROACH	1. Walk to curb										
	2. Stop at curb										
LOOK	3. Look behind										
	4. Look in front										
	5. Look left										
	6. Look right										
STEP	7. Wait for cars										
	8. Step off curb										
WALK	9. Walk quickly across street										
	10. Step on curb										

Figure 11

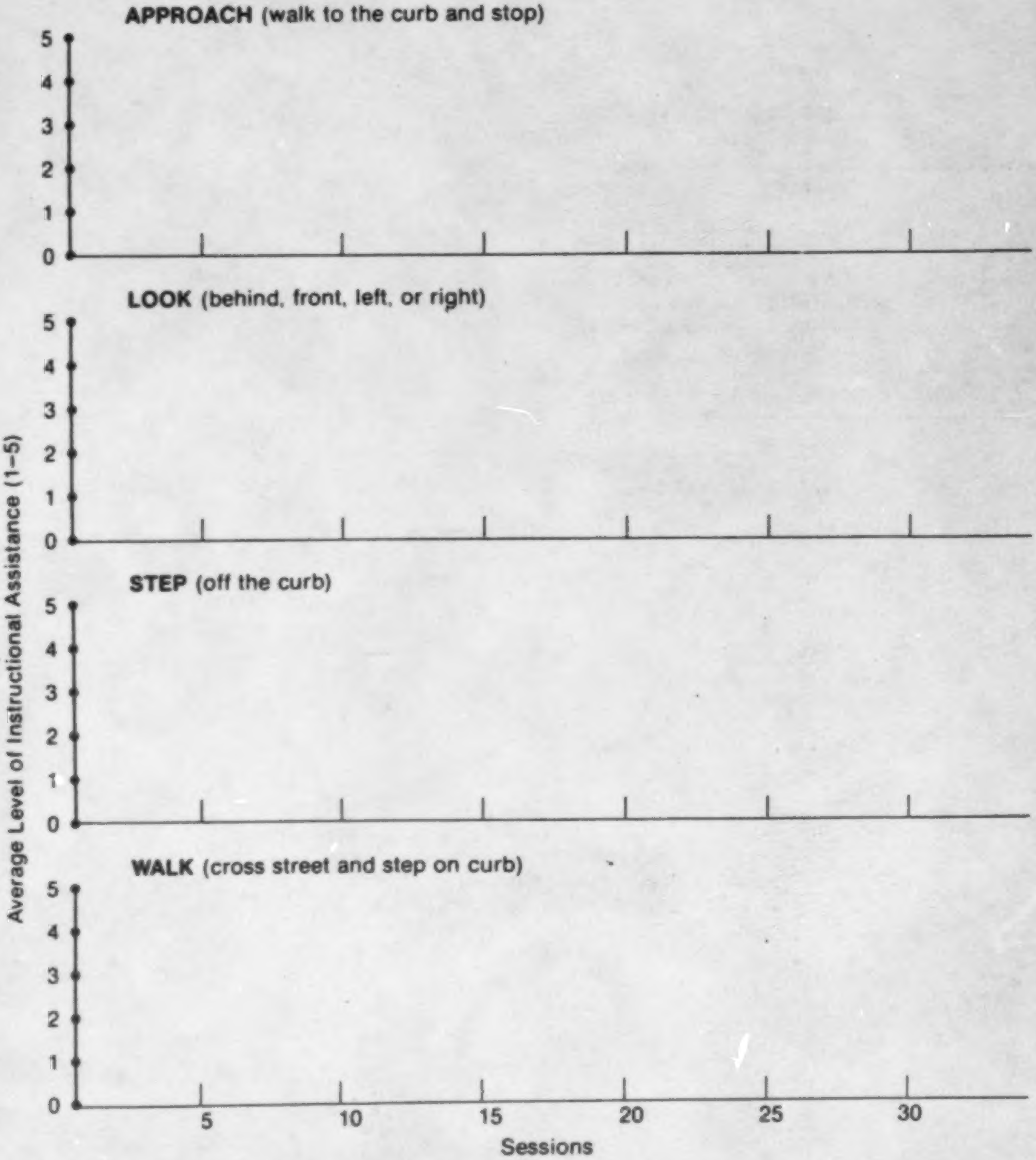
271

This form corresponds to Figure 6.2 in *Vocational Training.*

Chart for Trainee Performance at Uncontrolled Intersection

Trainee: ________________________________

Time: ________________________________



This form corresponds to Figure 6.3 in *Vocational Training*.

Figure 11 (cont'd.)

Office of the Principal

Spencer Community Schools

SPENCER, IOWA 51301

To: Parents of ____________________ worked with
From: Stevie Shively
Date: ____________________
Re: Community Functioning

I. Shopping

Department Stores

K-Mart
Bostwicks
Pamida
J. C. Penney
Sernett
Woolco
Younkers
____

Grocery Stores

Fareway
HyVee
Jack and Jill
Super Valu
____

Number of items located ____________________

Work time ____________________

Level of Independence
A - Independent
B - Verbal Cue
C - Demonstration
D - Physical Prompt
X - Not Completed

Departments
1.
2.
3.
4.

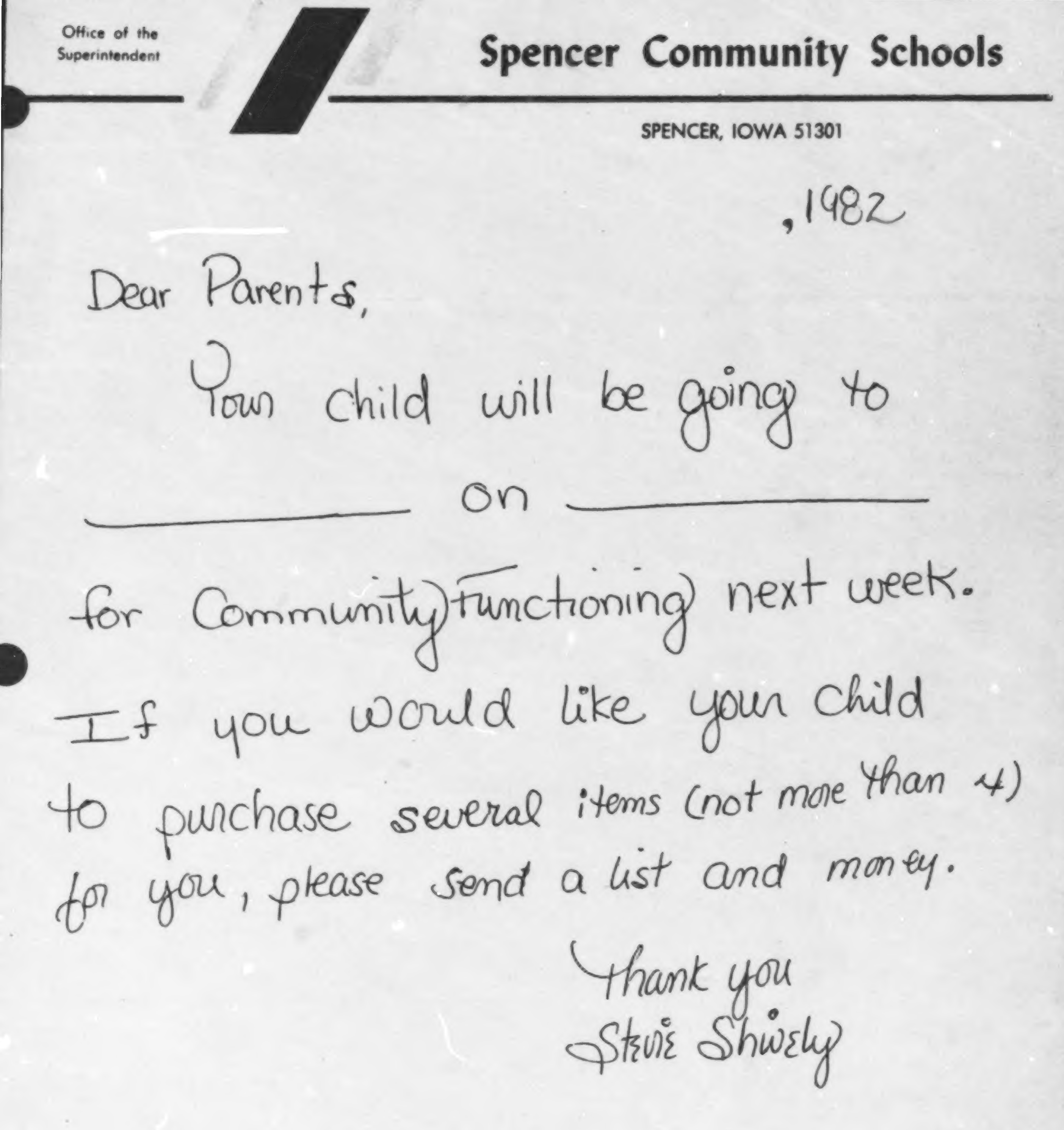
II. Eating Out

Restaurant ____________________

Skills (See above "Key" A-X for level of functioning)

_____ ordered meal
_____ payed (pre-arranged amount in billfold)
_____ obtained necessary utensils, etc. as appropriate
_____ selected table/wait to be seated
_____ ate with appropriate manners
_____ disposed of debris as appropriate
_____ asked for assistance (if necessary)
_____ used restroom facilities

Figure 12



Office of the
Superintendent

Spencer Community Schools

SPENCER, IOWA 51301

, 1982

Dear Parents,

Your child will be going to

______ on ______

for Community Functioning next week.

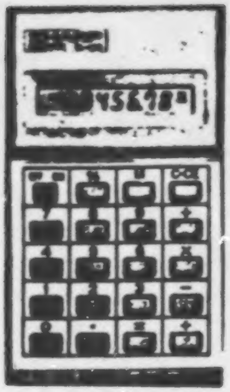
If you would like your child to purchase several items (not more than 4) for you, please send a list and money.

Thank you
Stevie Shively

Figure 13

Date ______________

To: Parents of ______________



For: Your child used a calculator today during "Community Functioning". We worked on locating items, recording prices on calculator & reading aloud.

From: S. Shwely

Figure 14

PREVOCATIONAL GOALS

1. Will work on simulated or real job for _____ minutes, attending to task _____% of time. -- jobs (assembly, disassembly, sorting, collating, folding, etc.)
2. Will demonstrate understanding of work reinforcement system -- earning points to get paid and earn prize.
3. Will perform tasks at _____% of supervisor's rate.
4. Will work at _____% accuracy.
5. Will work cooperatively and willingly.

Figure 15

Job #	Job Simulations	Average Competitive Piece Rate		
1	Sorting colored bottle tops (2-4 colors)			
2	Sorting plastic clips according to color on dowel - bag			
3	Sorting nails - 2-3 sizes			
4	Cutting coupons			
5	Disassemble 1'sm. IBM cards from envelope (add clip for diff.)			
6	Collating _____ # pieces			
7	Assemble bolt, washer, nut			
8	Disassemble bolt, washer, nut			
9	Assemble 5 kernals corn, screw top jar			
10	Assemble 3 lg. IBM cards - lg. clip in manilla envelope			
11	Assemble colored button patter on plastic mat			
12	Assemble - staple 2 cards and place in container			
13	Disassemble - remove staples from cards			
14	Assemble - package disc and rod/same color in zip loc bag			
15	Assemble X'mas candy cane ornament			
16	Assemble X'mas wreath ornament			
17	Folding/sorting rags			
18	Sorting 4 colors of paper clips			
19	Sorting _____ colors of beads			
20	Assemble - sm. nails in sm. envelope			
21	Assemble colored paper in file folders			
22	Disassemble sm. nails from sm. envelopes			
23	Assemble lg. clip in sm. envelope			
24	Chips in slotted jar			
25	Jars - cap in - lid snap on			
26	Popcorn kernals in red cups			
27	Assemble - package disc and rod in manilla envelope			
28	Assemble 1 milk lid in sm. env.			

Figure 15 (cont'd.)

Job #	Job Simulations	Average Competitive Piece Rate		
29	Assemble 1 gray, 1 pink, sq. in white env.			
30	Assemble 2 kernals corn in sm. manilla env. and tape shut			
31	Cut lengths of cord _____ in.			
32	Assemble _____ popcorn, _____ disc, _____ rod in lg. ziploc bag			
33	Punch hole			
34	Assemble blue lid and 2 color green beads in red cup, place on large tray			
35	Opaque green bead on tape circle in gray tray			
36	Bold in large ziploc bag			
37	Shrink art--color pattern			
38	Bead Christmas ornament on plastic mat			
39	Sanding--key holder			
40	Staining--key holder			
41	Listen to lang. master/repeat/put in env.			
42	Collate 2 pieces, fold in half, staple, and label			
43	Tie carcus ropes			
44	"O" rings on valves			
45	Sort silverware			
46	Sort pop cans			

Figure 15 (cont'd.)

Daily Work Record

Name________________________________

Date	Job #	Operation	In	Out	Total Time	Quota	Steps	Total Points

Figure 15 (cont'd.)

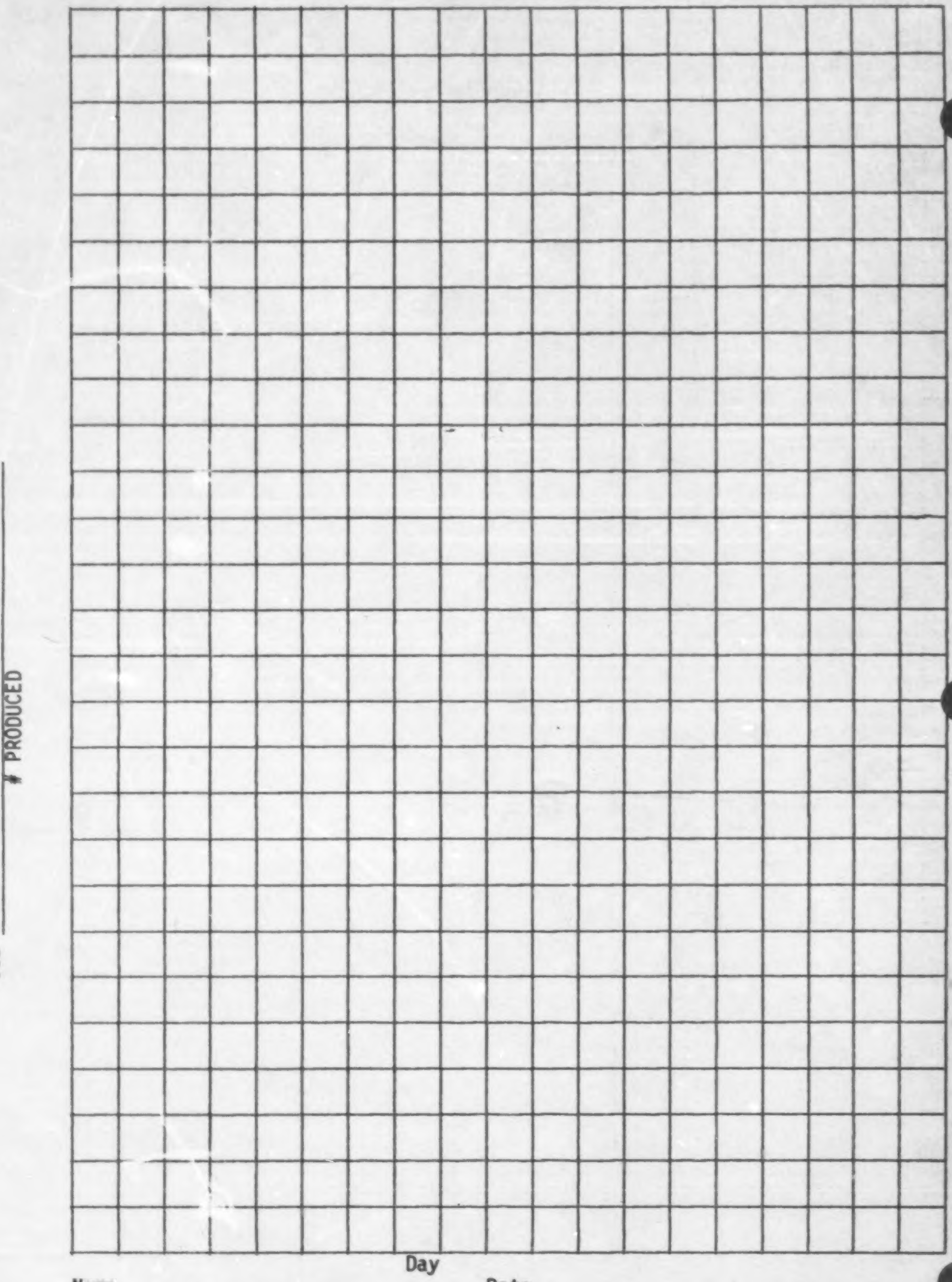
Week____

PREVOCATIONAL TRAINING

Student	Job #	Operation	Daily Time	Length of Job
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Figure 15 (cont'd.)

Job ________



Name ____________________ Date ____________________

Figure 15 (cont'd.)

PREVOCATIONAL TRAINING

Date	Job	Type	Units Completed

Figure 15 (cont'd.)

Name ____

Date	Reinforcer Earned	# Points	

Figure 15 (cont'd.)

Office of the Principal

Spencer Community Schools

SPENCER, IOWA 51301

Dear Parents,

____________________ earned

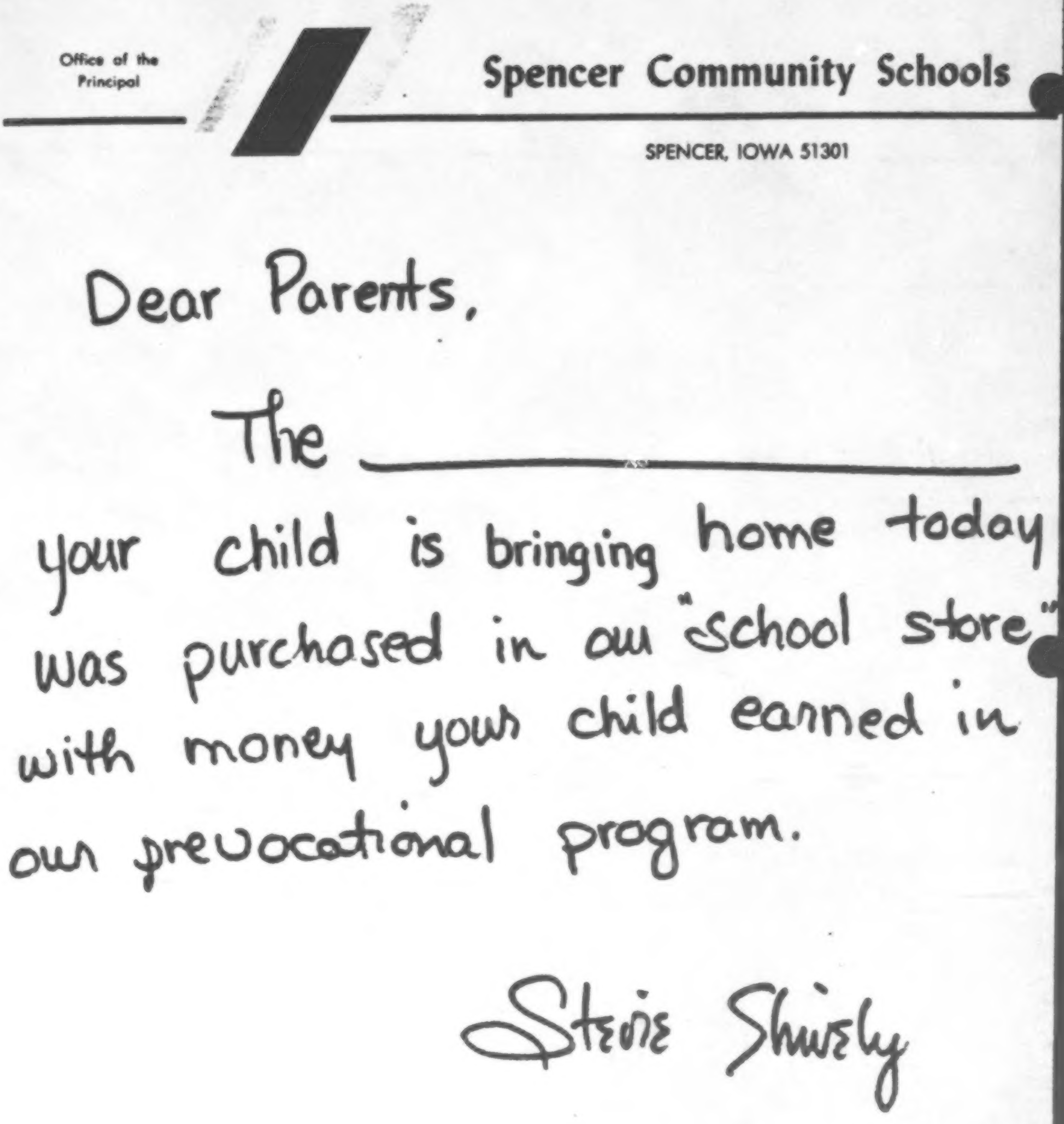
__________ points in Pre-Vocational

Training today. He/She was a

(fast,/medium,/slow) worker.

Mrs. Shively

Figure 15 (cont'd.)



Office of the
Principal

Spencer Community Schools

SPENCER, IOWA 51301

Dear Parents,

The ______________________

your child is bringing home today was purchased in our "school store" with money your child earned in our prevocational program.

Stevie Shively

Figure 15 (cont'd.)

Date Code	Start Time	Intervals	Event Total	Total Time	Per Cent

Code:

Comments:

Figure 15 (cont'd.)

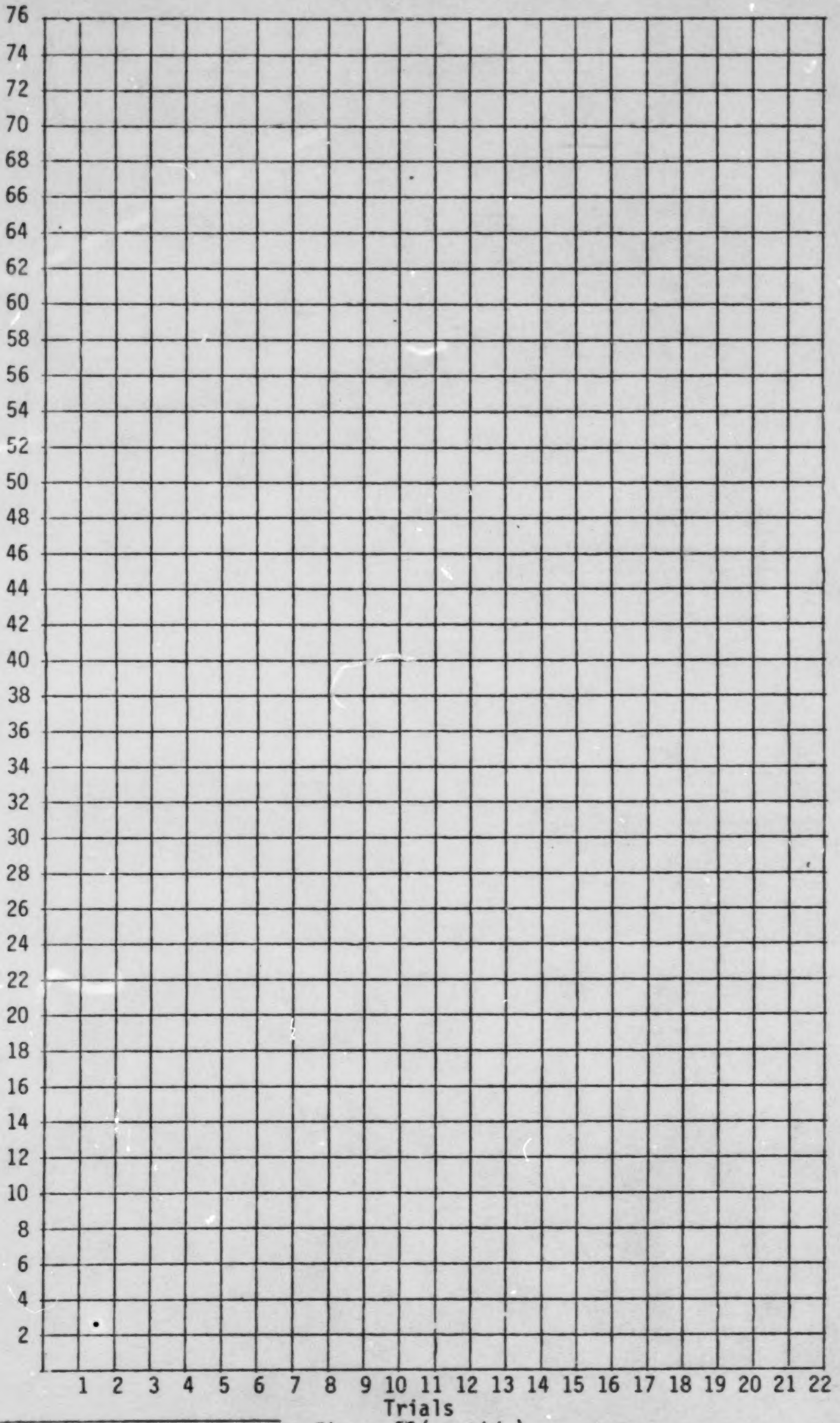
TASK ANALYSIS

Setting the Table

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. placemats out															
2. plates out															
3. silverware out															
4. glasses out															
5. napkins out															
6. placemat on table															
7. plate on mat															
8. silverware on mat															
9. glasses on mat															
10. napkins on mat															
11. serving pieces on table															
12.															
13.															
14.															
15.															

Figure 16



Student: ______________________

Figure I6 (cont'd.)

TASK ANALYSIS

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

Putting Dishes Away

(from drainer to cupboards and drawers)

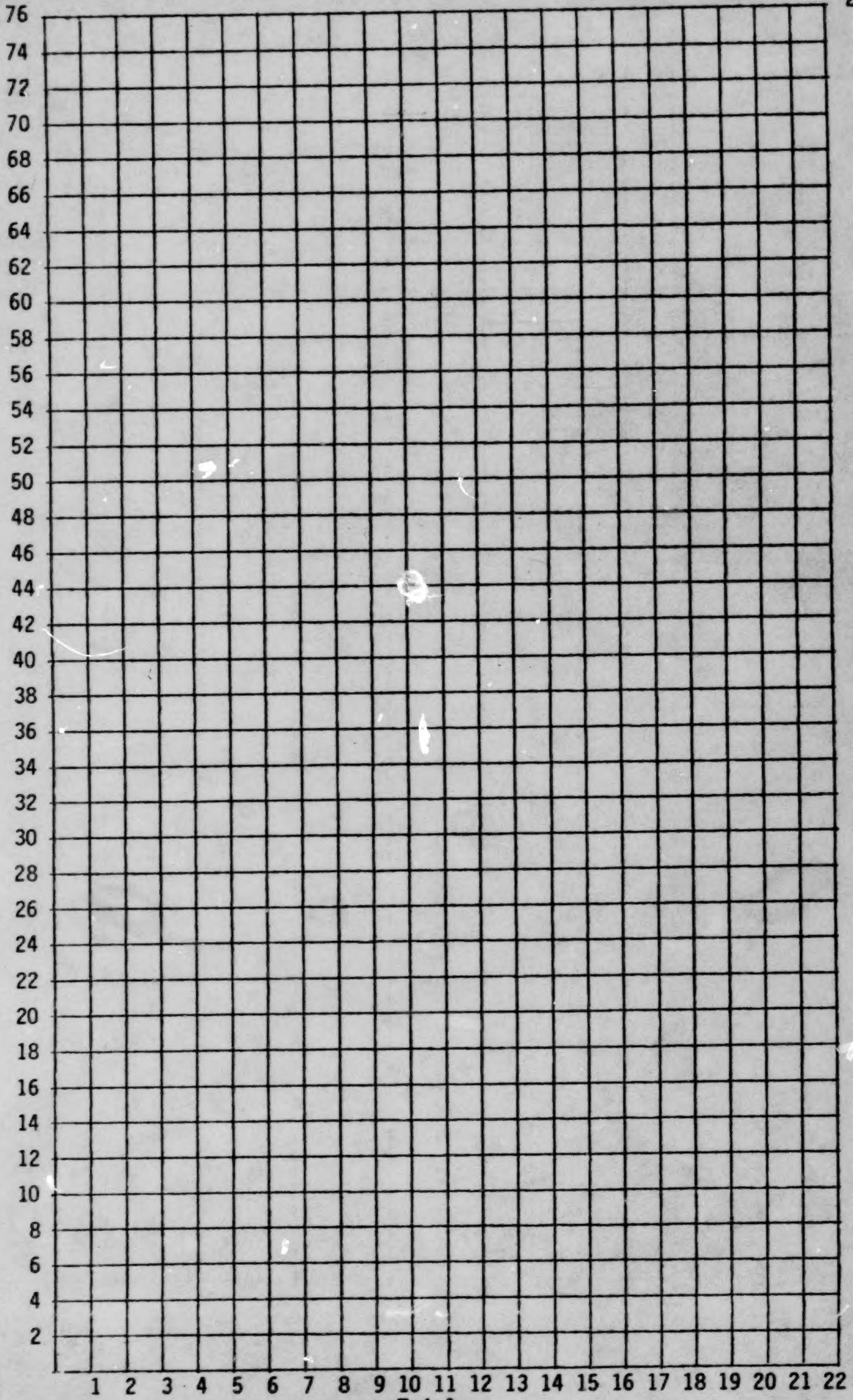
	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. large plates															
2. medium plates															
3. saucers															
4. bowls															
5. glasses															
6. cups															
7. forks															
8. spoons															
9. knives															
10. serving dishes															
11. serving utensils															
12. cooking utensils															
13. pots/pans															
14. cupboard open															
15. drawer open															

Figure 17

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
16. cupboard close															
17. drawer close															

Figure 17 (cont'd.)



Student: ______________________

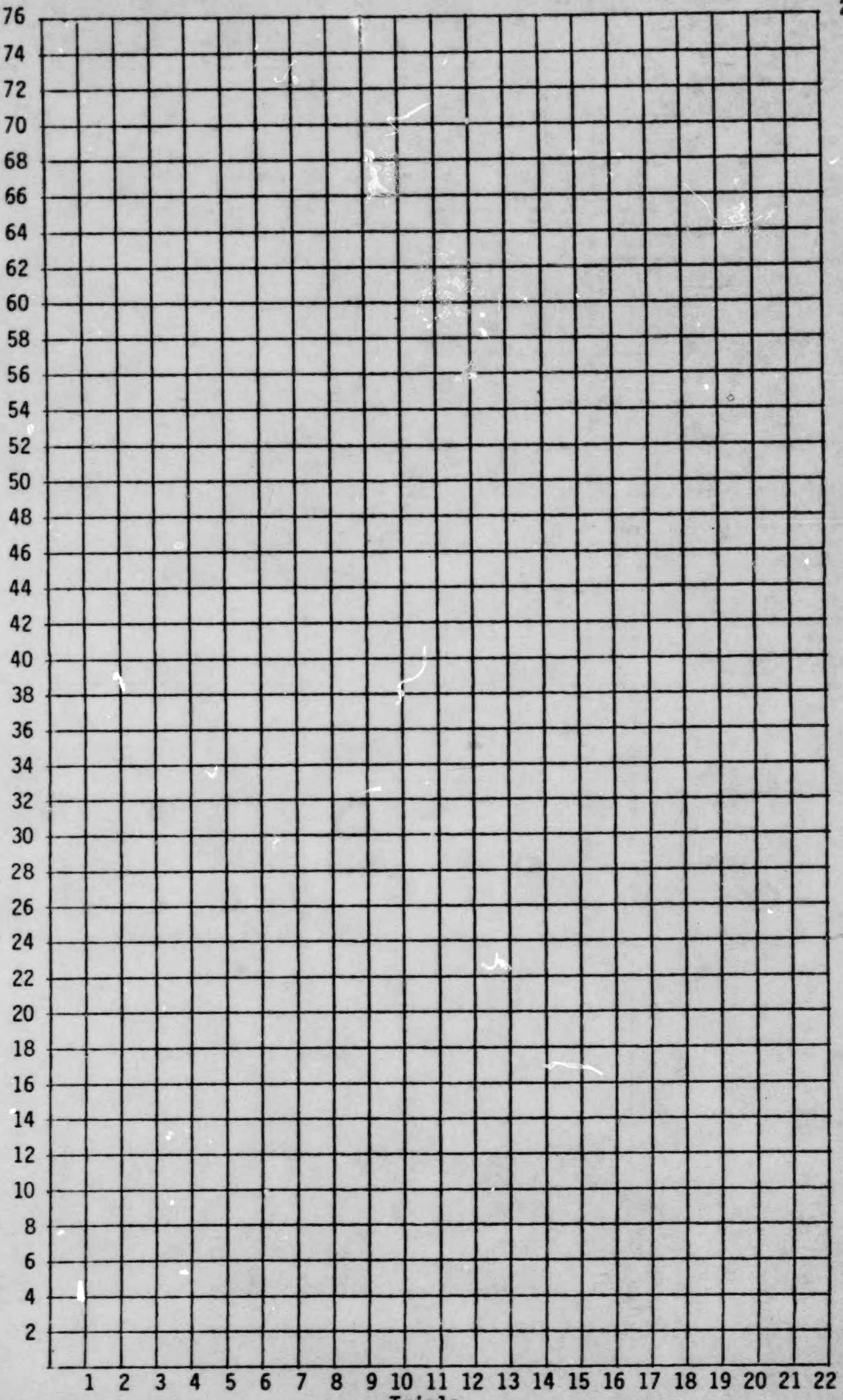
Figure 17 (cont'd.)

Washing/Drying Dishes

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Clear table															
2. Dispose of paper															
3. Wipe table, stove, counters															
4. Scrape and/or rinse dishes															
5. Stack															
6. Soap in dishpan															
7. Adjust water temp. and level in dishpans															
8. Wash dishes															
9. Rinse															
10. Drain															
11. Dry															
12. Put dishes away															
13.															
14.															
15.															

Figure 18



Student: ______________________________

Figure 18 (cont'd)

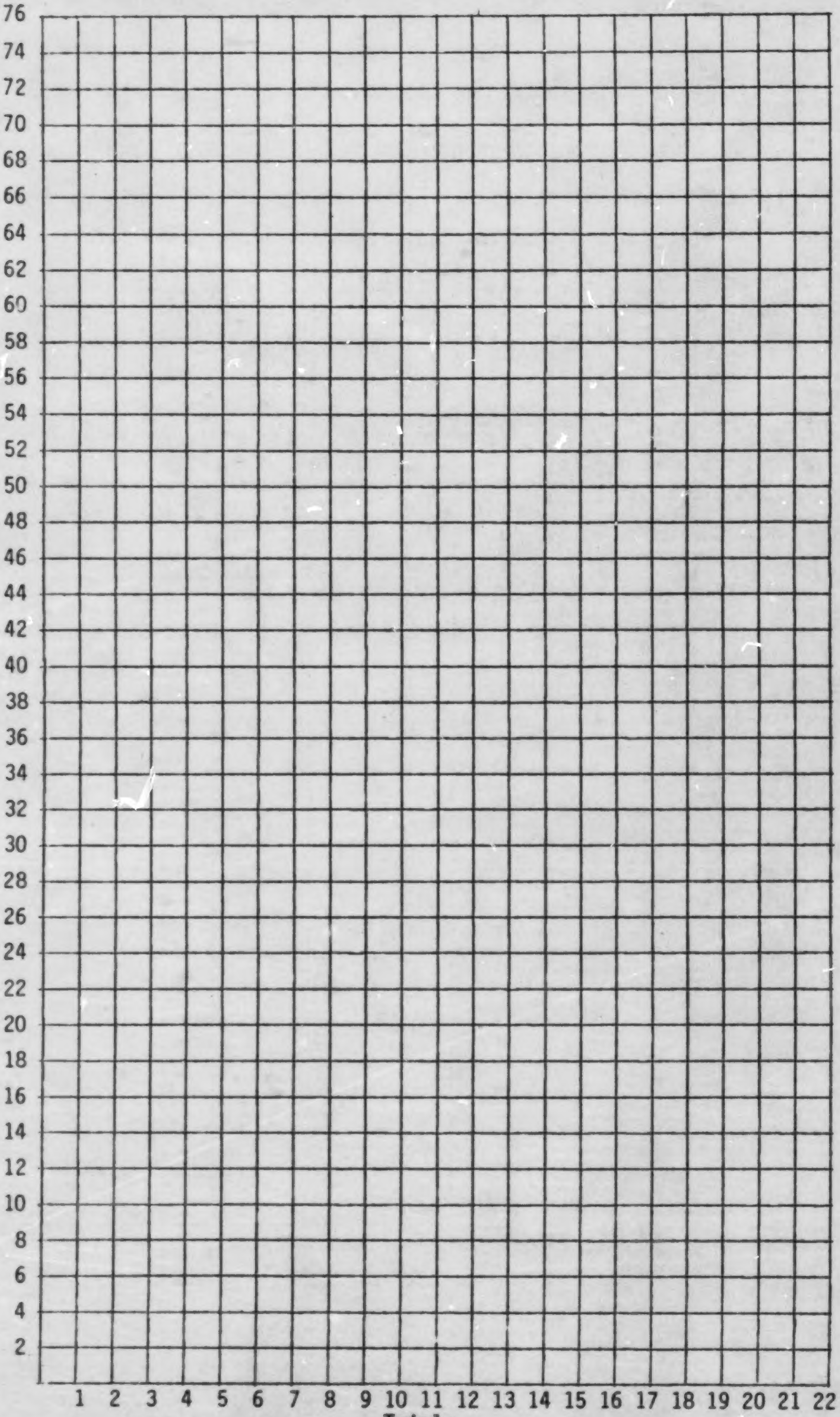
TASK ANALYSIS

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

Laundry Program Data Sheet
Using the Washer

	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Sort clothes into wash loads															
2. Clean and remove lint basket															
3. Place clothes into washer--distributing evenly															
4. Measure detergent															
5. Empty detergent into washer															
6. Replace lint basket															
7. Set dial for size of load															
8. Set dial for correct temperature															
9. Set dial for load type															
10. Close lid															
11. Set dial for correct washing time															
12. Pull out knob to start washer															
13.															
14.															
15.															

Figure 19



Student: ______________________________

Figure 19 (cont'd.)

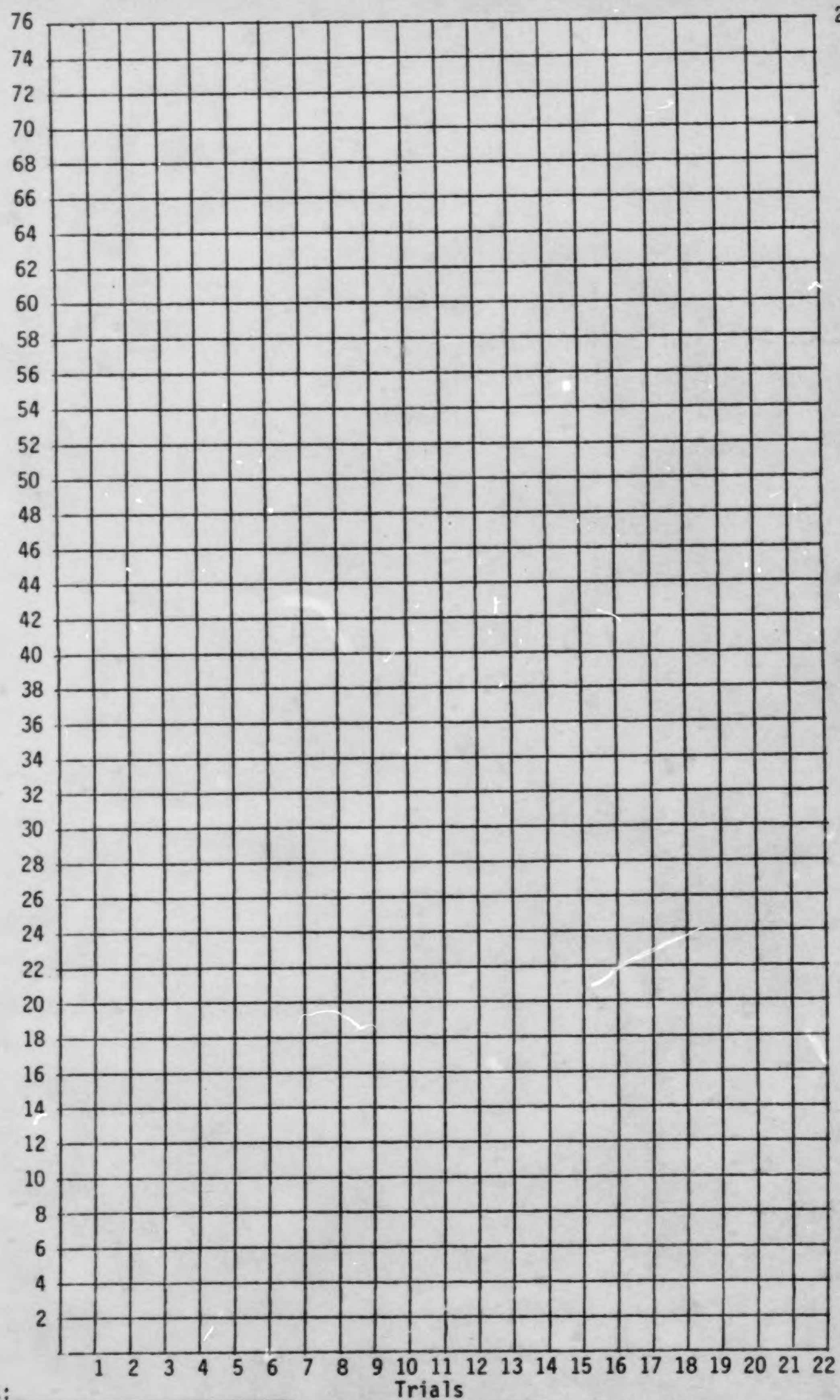
TASK ANALYSIS

Drying Program Data Sheet

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Remove laundry from washer															
2. Put laundry into dryer															
3. Clean lint tray															
4. Put static-free sheet in dryer															
5. Close dryer door															
6. Push correct button for type of load															
7. Set dial for correct drying time															
8. Push "start" button															
FINAL STEPS FOR COMPLETING															
1. Turn off buzzer															
2. Open door															
3. Check for dampness															
4. If not dry:															
a. close door															
b. reset dial for more drying time															
If dry: a. remove clothes from dryer															
b. fold or place on hangers															

Figure 20



Student:______________________

Figure 20 (cont'd.)

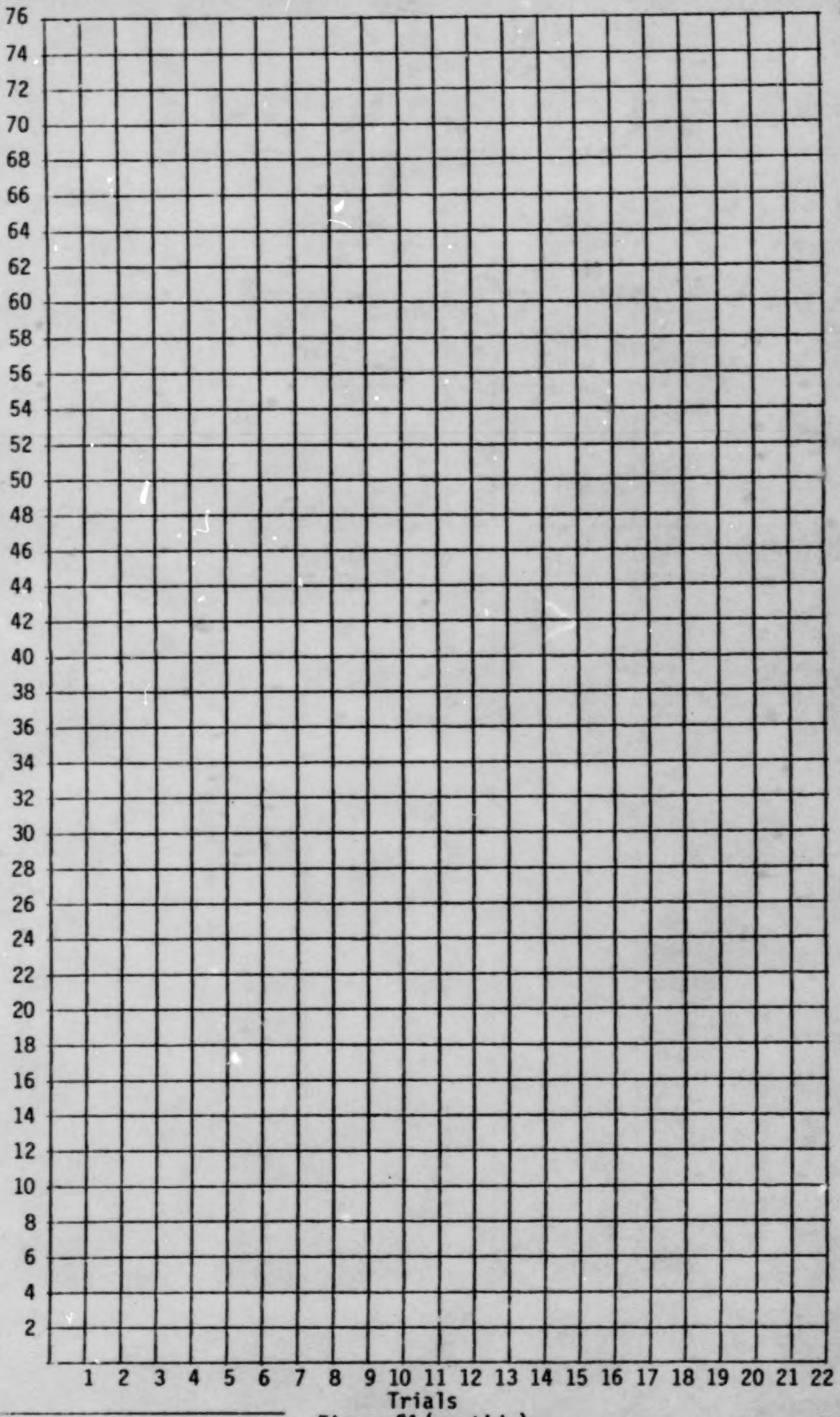
TASK ANALYSIS

Folding Linens

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Wash cloths															
2. Hand towels															
3. Bath towels															
4. Stack--size and direction															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															

Figure 21



Student: ______________________

Figure 21 (cont'd.)

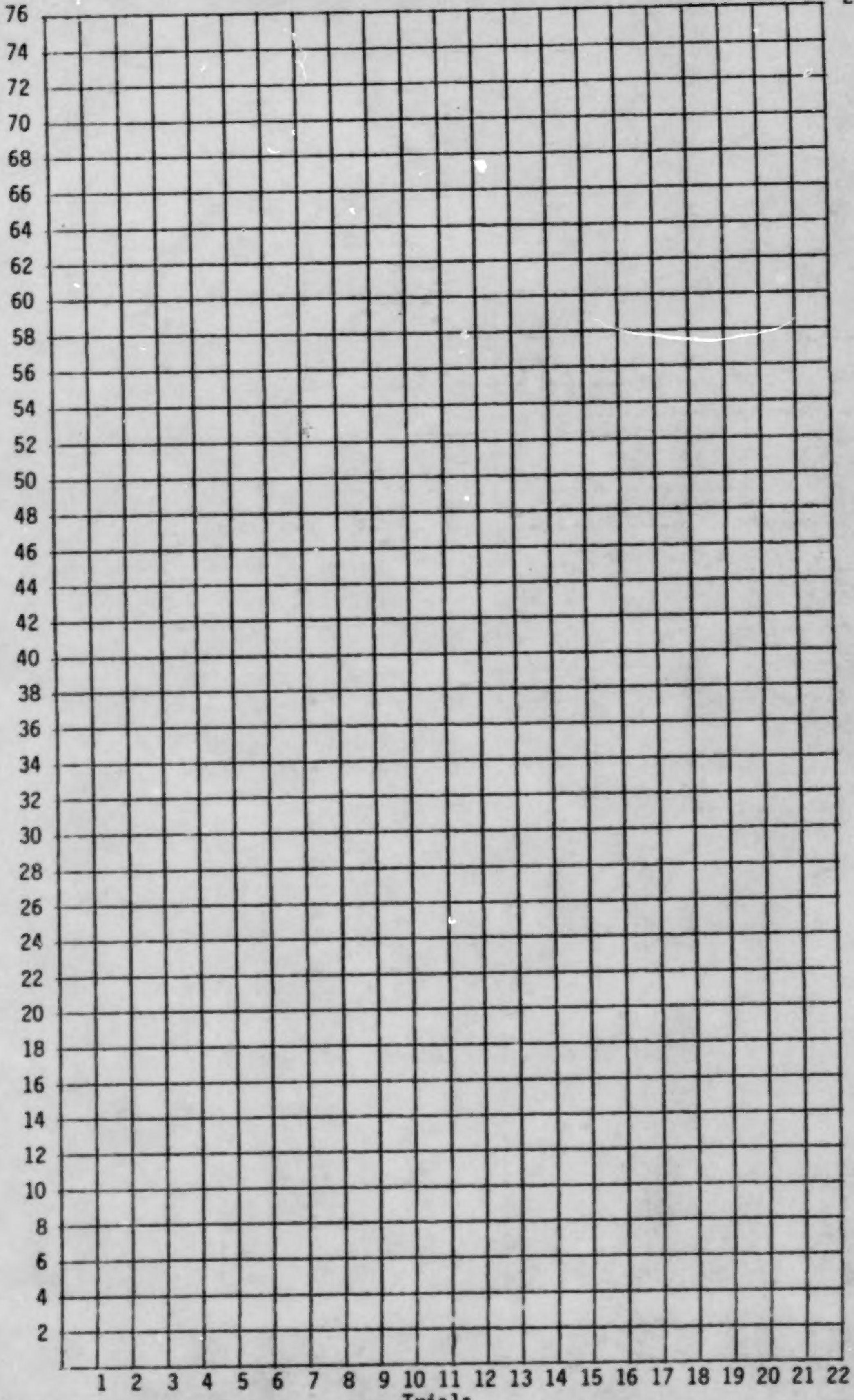
TASK ANALYSIS

Sweeping and Mopping Floor

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

			Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A. SWEEPING:	1.	Get broom and dustpan															
	2.	Sweep dust etc. into pile															
	3.	Sweep into dustpan															
	4.	Empty dustpan into garbage															
	5.	Replace broom and dustpan															
B. MOPPING:	1.	Run warm water into pail (half full)															
	2.	Measure cleaning solution into water															
	3.	Replace cleanser															
	4.	Get sponge mop															
	5.	Mop floor, wringing mop into pail															
	6.	Empty pail															
	7.	Rinse mop and pail															
	8.	Put them away															

Figure 22



Student: ______________________

Figure 22 (cont'd.)

TASK ANALYSIS

Vacuuming Program Data Sheet

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

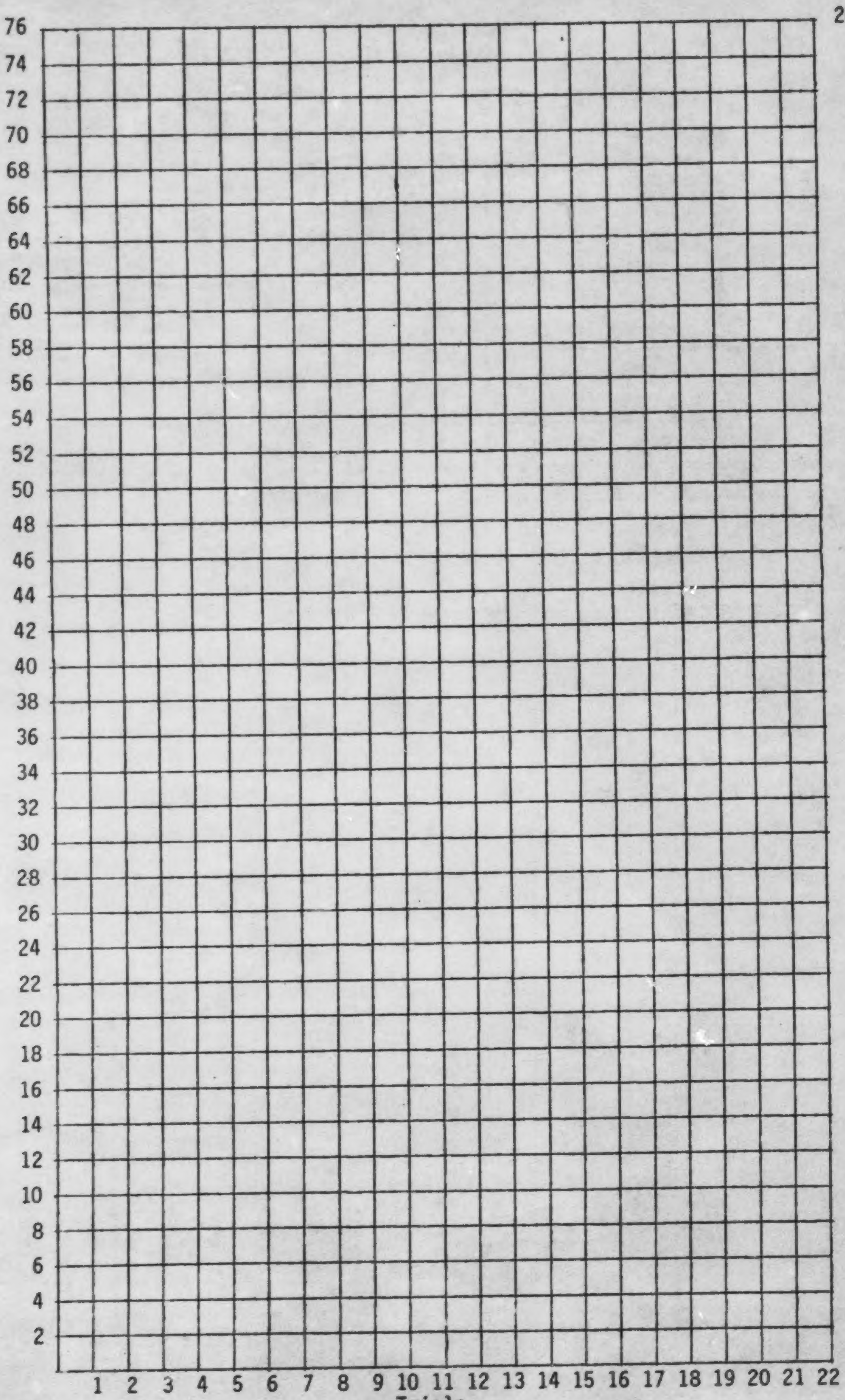
	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Clear obstacles from area															
2. Get vacuum out															
3. Put on correct attachment															
4. Unwind cord															
5. Plug in sweeper															
6. Turn on switch to sweeper															
7. Vacuum designated area															
8. Turn off switch on sweeper															
9. Unplug sweeper															
10. Remove attachments															
11. Wind up cord															
12. Put vacuum cleaner in storage place															
13. Return furniture, etc. to original place															
EXTRA STEPS FOR EMPTYING VACUUM															
1. Open vacuum															

Figure 23

Figure 23 (cont'd.)

4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

	Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
2. Remove dirty bag and filter															
3. Throw away bag and filter															
4. Replace with new bag															
5. Replace with new filter															
6. Close vacuum															



Student: ____________________

Figure 23(cont'd.)

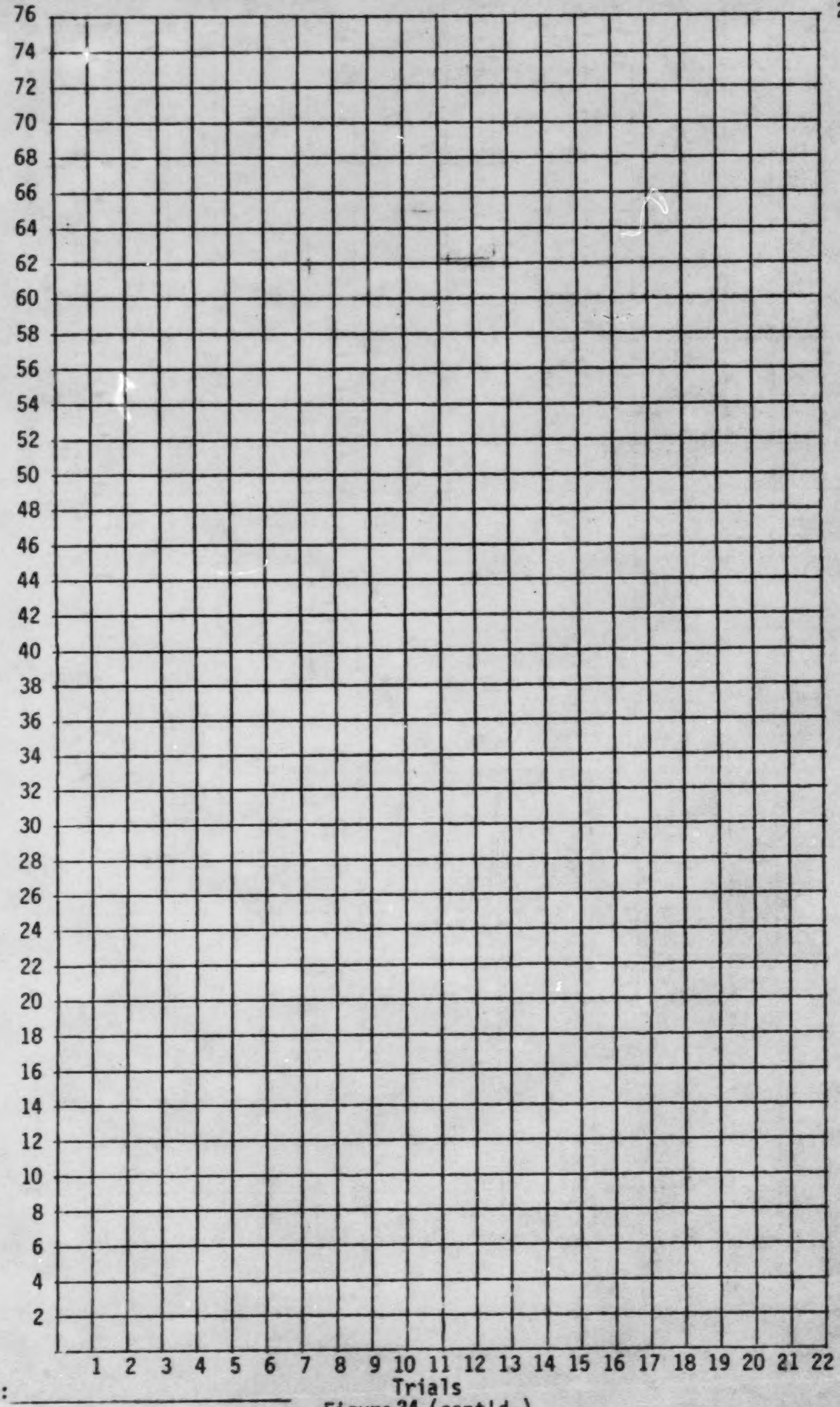
4 = no help
3 = verbal help
2 = demonstration
1 = physical help
0 = step not completed

TASK ANALYSIS

Cleaning Bathroom

		Pre-test	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Collect necessary supplies for: toilet, mirror, sink															
2.	Cleaning mirror: Spray lightly with windex															
	Dry and polish with clean, dry handiwipe															
3.	Cleaning toilet: Spray stool interior with cleanser															
	Scrub with bowl brush															
	Flush to rinse away															
	Apply correct cleanser to lid and tank															
	Wipe clean with handiwipe															
4.	Cleaning sink: Spray sink with cleanser															
	Rinse well															
	Wipe clean with handwipe															
	Put away all cleaning agents and tools															

Figure 24



Student: ______________________

Figure 24 (cont'd.)

A - No help B - Verbal Cue C - Demonstration D - Physical help X - Not completed

	Area															Recreation - Individual										
chalkboard																										
coloring book																										
etch-a-sketch																										
fashion plates																										
lego																										
light bright																										
markers																										
monster plates																										
perfection																										
play dough																										
pop bead builder																										
puzzles																										
sewing cards																										
skedoodle																										
spirotot																										
star builder																										
van plates																										
view master																										

Figure 25

A - No help B - Verbal cue C - Demonstration D - Physical Help X - Not completed

	Area														Recreation - Group								
balloon game																							
bingo																							
bug off																							
candyland																							
chalkboard																							
checkers																							
cootie																							
critter in the candy																							
gnip gnop																							
Goldilocks and the three bears																							
gulpin guppies																							
lets go fish																							
lotto games																							
memory game																							
mix and match																							
numberland																							
operation																							
remember, remember																							
snap																							
teddy bear bingo																							
uno																							
yahtzee																							

Figure 26

Chapter 6

Project S.E.L.F.: Fort Dodge, Iowa

BY:

JOHN MURASKI
CARRIE SNYDER
DIANE ADAMS
JOI BANGSTON
TERRY JOHNSON
JAN NISBET

Chapter 6

PROJECT S.E.L.F.: FORT DODGE, IOWA

by John Muraski
Carrie Snyder
Diane Adams
Joi Bangston
Terry Johnson
Jan Nisbet

It is well known to many persons that though the assistance provided by Departments of Public Instruction, universities, and school districts, special education programs emphasizing chronological age-appropriate, functional curricula have been implemented in the State of Iowa and around the country. These programs, in many cases, have coincided with school districts closing down segregated schools and moving into regular schools, changing the curricular focus from developmental to chronological age appropriate, and delivering instruction in a wide variety of nonschool Domestic, Vocational, Community, and Recreation/Leisure environments. Many persons working in those programs can testify to their successes and frustrations. It is through interactions and professional relationships with these persons that successes can be heard and barriers can be overcome. It is the intent of this chapter to share some of the educational experiences of Fort Dodge, Iowa.

In Fort Dodge, Iowa, a community of approximately 31,000, Project S.E.L.F., Students Experiencing Life Functionally, began in August, 1981, at Pleasant Valley School, a segregated school. Project S.E.L.F. was developed to provide age-appropriate, functional skill training for moderate and severely handicapped students in school and nonschool environments. The program emphasized four areas including general Community, Recreation/Leisure, Vocational, and Domestic. Within the school were two classrooms for severely handicapped elementary and high school aged students and one classroom for moderately handicapped high school students. The staff included a principal, three classroom teachers, 2.5 instructional aides, .25 vocational teacher, .5 vocational aide, and .25 speech and language therapist.

Because it was the first year of the Project, the instructional emphasis was placed on areas of primary need for each individual classroom. For example, the secondary classroom for severely handicapped students focused on Vocational training and community. In addition, students were receiving nonschool instruction daily in one or more of the curricular areas. The other special education programs in the city were in regular public schools and initially were not part of this project, though later became involved in January, 1982.

The remarks of a teacher involved in Project S.E.L.F. provide a good introduction to nonschool instruction in the primary area of focus of the chapter:

> When first introduced to the idea of chronological age-appropriate, functional curricula and nonschool instruction, I felt very threatened and pessimistic about the whole idea. I thought, "How do they expect for me to get all of this done?" There seemed to be so much thrown at me that I was sure that I couldn't get it all accomplished. It was funny, but my views were completely wrong from the beginning for I think that Project S.E.L.F. is the only way to go. I'm not saying there wasn't frustration. At the time, I wondered if we were going to pull it off. But once I realized that starting with little goals and making new ones when those first goals were reached, it didn't seem so difficult.

Regardless of statements such as this, there are a number of individuals who continue to maintain that school-only instruction is preferable to nonschool instruction for the following reasons. Some of the arguments frequently used to justify school-only instruction (Brown, Nisbet, Ford, Sweet, Shiraga, and Loomis, Note 1) are as follows:

> The nature of a student's being severely handicapped precludes nonschool instruction. The community should not have to relate to an individual who has multiple handicaps nor should the student have to suffer the humiliation of ridicule directed at them.
>
> Severely handicapped students need a controlled predictable environment in order to learn and learn best through the use of repeated practice. That is, relative to nonhandicapped students, they need large numbers of teaching trials in short periods of time in order to acquire specific skills. Presumably repeated practice sessions can be provided best on school grounds in that activities and materials appropriate for use with these instructional strategies are relatively easy to generate in school environments.
>
> Cooperative and functional relationships with a wide variety of agencies and persons in the community must be established, cultivated, and maintained. Teachers and associated personnel may not have the skills needed to develop and maintain such relationships.
>
> Greater numbers of instructional staff will be needed because very few nonschool environments will tolerate more than two to three severely handicapped students at any given time.
>
> Providing direct instruction to large numbers of severely handicapped students in nonschool environments may require an enormous increase in cost and commitment to transportation during school hours. Such cost, commitment, and the attendant logistical, administrative, and staffing difficulties are extremely demanding. It is much simpler to keep them in school (p. 4).

The remainder of this chapter will provide responses to each of these arguments by describing the experiences of the staff and students in Project S.E.L.F.

The Nature of a Student Being Severely Handicapped Precludes Nonschool Instruction

This statement can be easily refuted by describing the students involved in the Project.

There were fifteen students from seventeen to twenty-one years of age in the secondary classroom for "trainable" mentally handicapped students. Of these students, one required crutches for ambulation. Three of the students were twenty years of age and spent one half of the school day being transitioned to a sheltered work activity center. As the year progressed, this transition was viewed as detrimental because of the segregated nonproduction orientation of the postschool facility. Instead, the staff agreed that nonschool nonsheltered Vocational training would be more beneficial for these students. Initially, there was a heavy emphasis on "pre" vocational training in this classroom, but at the end of the year, the goal was to have all of the students receiving training in nonsheltered employment sites.

There were five students in the secondary classroom for severely handicapped students. Of these students, two were nonambulatory. Initially, the primary emphasis was placed on school-based grooming and prevocational activities. At the end of the year, four of the five students were receiving nonschool Domestic and/or Vocational training, and all of the students were receiving general Community and Recreation/Leisure nonschool instruction.

There were also five students in the primary/middle classroom for severely handicapped students. Of these students, two were nonambulatory. With the exception of one student with a degenerative neurological disease, all students received nonschool Domestic, Vocational, Community, and Recreation/Leisure instruction.

It should be clear from these classroom and student descriptions that all but one student of the 25 involved in the Project received nonschool instruction. In addition, none of the teachers reported any ridicule directed at the students in nonschool environments. In fact, the vocational teacher made the following statement concerning the receptivity of the Fort Dodge community.

> In the Fort Dodge community, there has been great interest and willingness to provide Vocational experiences. Early into the Project, the initiation and development of sites was stopped because of lack of vocational trainers. There is no doubt that many varied Vocational sites could be developed in the future.

In summary, there is nothing inherent in a severely handicapped student that should lead to administrative and educational decisions which deprives them of the opportunity to be participants in nonschool instruction.

Severely Handicapped Students Need a Controlled Predictable Environment to Learn

None of the staff members or parents involved with this Project reported that the students did not learn. On the contrary, most reported that the students were more motivated because of the novelty and constantly changing environmental events and, therefore, acquired more skills than expected. Brown, et. al. (Note 1) provide several reasons why predictable school instruction is less beneficial and acceptable than nonschool instruction:

> School instruction only requires inferences that the skills learned in school will be performed acceptably in nonschool environments. Given the notorious deficiencies in such learning and performance characteristics as transfer of training, stimulus generalization, and performance across persons, places, materials, and language cues, such inferences, are educationally untenable.
>
> Severely handicapped students learn few meaningful skills without direct instruction. Many parents, siblings, babysitters, and friends either do not or cannot teach the skills needed to function in many nonschool environments. Thus, it seems reasonable that such important nonschool skills be developed directly by educational and related service personnel.
>
> Teachers confined to schools have limited knowledge of the skills and performance requirements of nonschool environments or how individual students function therein. Unfortunately, many function quite well in protective, supportive, barrier-free, stimulus controlled schools, but marked performance deficiencies are noted when they are required to perform in less cloistered environments.

In order to systematize the instruction that did occur in nonschool environments, the teachers at Pleasant Valley School utilized an ecological inventory strategy and discrepancy analysis to determine necessary intervention for each student. This required that the teacher go to the environment where instruction for a particular student was to occur and collect a variety of information about the environment, subenvironment, activities, and skills. Figure 1 provides an example of formats for collecting information about environments, activities, and skills used by the teachers.

Examples of a discrepancy analysis format and skill sequences developed using this strategy can be found in Figures 2-8. In addition graphs and associated activities: sorting silverware in the kitchen of the hospital, unloading a van at the Learning Resource Center at the Fort Dodge Community College, and bussing tables at Happy Joe's Pizza document skill acquisition in environments other than school.

In summary, it is not the environment which necessarily determines the degree of control but rather the curricular and instructional strategies utilized to teach severely handicapped students.

Teachers and Associated Personnel May Not Have the Skills Needed to Develop and Maintain Nonschool Relationships

The staff associated with Project S.E.L.F. had minimal difficulty in developing and accessing Community, Vocational, Domestic, and Recreation/Leisure sites. The following Vocational sites and associated jobs were developed and maintained throughout the year:

Sites Developed:

1. Hotline Corporation:

   Job 1: Loading mailbags in truck

2. Learning Resource Center-Lending Library:

   Job 1: Unloading vans of materials
   Job 2: Sorting film canister-size
   Job 3: Sorting film canister-color
   Job 4: Sorting school name-tag

3. Learning Resource Center-Production Department:

   Job 1: Product Wrapper from January 14-March 23
   Job 2: Padding paper
   Job 3: Gluing pads
   Job 4: Cutting pads

4. Learning Resource Center-Production Department, continued:

   Miscellaneous jobs from January 14-May 27:

   Cleaning cassette tapes/case
   Sorting binders by size
   Dismantling binders from books
   Cleaning acetate sheets
   Separating film from attached paper

5. Happy Joe's Pizza Parlor:

   Job 1: Busing tables and set-up

6. Learning Resource Center-Laminating Room:

   Job 1: Cleaning laminating machine

7. Trinity Regional Hospital:

   Job 1: Sorting silverware

The Community environments utilized include the following: Crossroads Mall, Target Discount Store, K-Mart, Randall's, HyVee, McDonalds, Country Kitchen restaurant, Hickory House restaurant, Long John Silver's, Hardee's, and Godfather's Pizza. All students except for one utilized a Community environment once per week. Initially, students went in large groups of 10; but as the year progressed, instructional groupings were smaller. The educational staff felt that these smaller groups were perceived more positively by the persons on the community. In addition, interactions between handicapped and nonhandicapped persons were more frequent when students were in groups of less than five.

In conjunction with the community programs, the educational staff purchased and instructed select students to utilize pocket calculators to make simple purchases. The calculator checklist can be found in Figure 9.

A variety of nonschool Domestic sites were also developed. These were primarily in staff homes or apartments. In the future, staff members hope to develop apartment sites that students can be trained in and subsequently live in after graduation from high school. Examples of skill sequences developed can be found in Figure 10.

In the Recreation/Leisure domain, the number and type of chronological, age-appropriate activities were substantially increased. Recreation/Leisure activities were broken down into group activities and single person activities. Some of the students utilized the YMCA, Aladin's Castle which had electronic games, and were taught to browse in local stores and malls. Depending on their chronological and fucntional level, students received instruction in a variety of table games; card games; outdoor games, e.g. horse shoes, frisbee; exercise routines to be performed in school and at home. The nonschool sites that were utilized were easily accessed and there were no complaints by community or other personnel.

In summary, the argument that nonschool sites are difficult to develop and maintain is moot in Fort Dodge and more than likely in other communities in Iowa and the United States. Systematic instruction in conjunction with carefully planned strategies for developing maintaining relationships with community personnel can only lead to positive habilitative results for students and their families.

Greater Numbers of Instructional Staff Will Be Needed Because Very Few Nonschool Environments Will Tolerate More than Two to Three Severely Handicapped Students at Any Given Time

There are few who would argue that implementing relevant nonschool instruction requires ingenuity and careful utilization of staff members. There were several strategies used by Project S.E.L.F. to maximize the effectiveness and efficiency of staff-student groupings. The following are but a few examples:

> A classroom aide functioned as a bus driver. Hence, she could drive a bus for each of the three classrooms. This was made possible by sharing instructional aides.

While one teacher provided nonschool instruction, another teacher provided instruction in school to the remaining students. Hence, one teacher would have six students whereas another would instruct four in nonschool environments.

The speech and language therapist would participate in nonschool general Community and Domestic instruction. This not only resulted in extra supervision but also provided students with contextual functional communication development.

The students in the moderately handicapped classroom provided peer tutoring to the students labeled severely handicapped in the Vocational environments at the Learning Resource Center. This was designed to provide both students, the learner and the supervisor, with the opportunity to acquire skills. This is of particular importance as it was recognized that both students should be acquiring new skills rather than one benefitting at the expense of another.

"Foster grandparents" were utilized as volunteers in the classroom and during nonschool instruction. Both severely handicapped classrooms utilized foster grandparents in all aspects of their instruction.

Special certification programs at the community college were and continue to be examined. Students in these programs could receive training and concurrently provide supervision in nonschool Vocational, Community, Domestic, and Recreation/Leisure environments.

At Pleasant Valley School, students with behavioral disorders occasionally would help to provide supervision within the classroom when other students were receiving instruction in nonschool environments.

Hence, by carefully using staff members, volunteers, and others, nonschool instruction can be more readily implemented and large instructional groups can be avoided. This is not to say, however, that providing instruction to more than three or four severely handicapped students is undesirable, but rather that the size of instructional groups can be reasonably reduced. When persons in nonschool environments see effective instruction with more than two or three severely handicapped students, toleration should not be an issue.

School-Only Instruction is Less Costly Than Providing Direct Instruction in Nonschool Environments

Fort Dodge, Iowa, had limited monetary resources to implement nonschool instruction. Initially, this was of concern to the staff and parents of the students at Pleasant Valley School. The school was located a significant distance from any business centers of town, and it was difficult to walk. This unfortunate circumstance required that the students be transported by bus or in a teacher's car. Because, as previously mentioned, one of the classroom aides had her bus driver's license, she was scheduled to accommodate other classroom's nonschool instruction requirements. In addition, the teachers used their personal cars to transport students. Naturally, gas expenses were incurred. In addition, the local AEA (Area Education Agency) had a station wagon that was used for educational-related transportation. Because of the size of the car, it was utilized to transport students who required wheelchairs. This eliminated the unnecessary utilization of the school bus and associated large amounts of fuel.

When the school year began, money to purchase items at grocery stores, eat in restaurants, and engage in Recreation/Leisure activities was practically unavailable. Therefore, the instructional staff requested that the parents send money to school with the students on scheduled days if possible. Also, the parents would send a list of items needed at home with a suitable amount of money. There were no parents who rejected this idea, and in fact most, because of the benefits accrued by their son/daughter, were eager to contribute.

Though nonschool instruction requires some expenses not typically incurred by school-only instruction, it substantially decreases the need to buy and create nonfunctional materials only for classroom usage. Toward the end of the school year, the teachers were required to make purchases for the next year. The teachers actually had difficulty utilizing their entire budgets for purchasing materials and commented that nonschool instruction helped them realize how irrelevant were many of the materials in their classroom. They requested that instead of the majority of their budgets being directed at capital expenditures such as furniture and other large materials, monies should be used for nonschool instruction, i.e. transportation to purchase food for cooking, to access recreation/leisure facilities, etc. Finally, the long-term costs of school-only instruction require evaluation. School-only instruction almost guarantees that severely handicapped students will not learn how to function in nonschool Community, Vocational, Domestic, and Recreation/Leisure environments. That is, severely handicapped students may require an undue amount of supervision and segregation which may ultimately result in a greater cost to taxpayers. An investment now in the education of severely handicapped in nonschool environments will not only benefit them, but may ultimately result in lesser costs to the general public.

In summary, from the experience of the staff, students, and families involved with Project S.E.L.F., at least the following recommendations concerning nonschool instruction are in order:

> Instruction should occur in a wide variety of nonschool environments.
>
> Instruction should be systematic rather than episodic in nature. Skills which are taught one day in the community should reflect the skills taught and acquired from the previous day.
>
> Instruction should be coordinated with other areas of individual instruction. For example, a severely handicapped

student who purchases items at a grocery store should then use them at his/her Domestic site for cooking.

Instruction should reflect parental involvement and a student's Domestic environment. Stated another way, skills that are taught should include activities which occur within the severely handicapped student's current environment and which potentially could occur in future environment.

Instruction of a severely handicapped student in nonschool environments should reflect his/her future needs in areas of Recreation/Leisure, Community Functioning, Vocational, and Domestic domains. The potential that an environment will be used as a postschool environment must be considered.

Instruction should occur in environments that have been previously inventoried by the teacher and/or associated educational personnel in order that there be a large amount of information about a specific environment and associated activities prior to utilizing it for instruction.

Instruction should be individualized to meet the specific educational needs of each severely handicapped student. Instruction of the same skill sequence to five severely handicapped students with different educational needs should be avoided. Instead, instruction should be progressive such that if a student who already knows how to utilize an environment should not continue to receive the same type and frequency of instruction in that environment.

Instruction should be directed at the performance of functional skills in response to cues, correction procedures, and materials that are naturally occurring in nonschool environments. That is, teacher cues and artificial materials should be faded.

Instruction should involve the actual performance of functional skills. Unnecessary simulation in school and nonschool environments should be avoided. For example, shopping and returning items prior to paying, riding the bus with no place to go are but a few examples.

Objectives should be clearly articulated with well-developed measurement strategies. The data collection methods should be portable and adaptable to nonschool instruction.

Public service agencies and related services should be involved in the development and implementation of nonschool instruction. Hence, community service personnel will be able to appropriately plan and develop services to reflect the needs of severely handicapped students and smooth transitions from high school to postschool environments will be facilitated.

Attention to these recommendations can only help to eliminate many of the arguments used for school-only instruction. The first year experiences of Project S.E.L.F. resulted in positive changes in attitudes, skill acquisition, and educational efforts. In addition, it was learned during the Project that the students at Pleasant Valley School, a segregated school, would be moved into regular schools the following year. This in conjunction with relevant nonschool instruction is encouraging to the futures of severely handicapped students in Fort Dodge, Iowa.

In summary, instruction in the classroom is not sufficient to provide severely handicapped persons the skills necessary to access nonschool environments and appropriately function within them. Individual Education Programs must be designed and implemented in such a way to maximize independence in nonschool Domestic, Vocational, Recreation/ Leisure, and Community Functioning environments and activities.

Reference Notes

1. Brown, L., Nisbet, J., Ford, A., Sweet, M., Shiraga, B., and Loomis, R. The critical need for nonschool instruction in educational programs for severely handicapped students. In L. Brown, A. Ford, J. Nisbet, M. Sweet, B. Shiraga, and L. Gruenewald (Eds.), *Educational Programs for severely handicapped students*. Vol. XII. Madison, WI: Madison Metropolitan School District, 1982, in preparation.

FORM A A STRATEGY FOR ORGANIZING THE INFORMATION OBTAINED FROM THE INVENTORIES SUBENVIRONMENTS AND ACTIVITIES

Name

Date

DOMAIN:

ENVIRONMENT:

SUBENVIRONMENT:

ACTIVITIES:

SUBENVIRONMENT:

ACTIVITIES:

SUBENVIRONMENT:

ACTIVITIES:

FORM B A STRATEGY FOR ORGANIZING THE ACTIVITIES AND IN A SEQUENTIAL FORMAT

Name

Date

DOMAIN:

ENVIRONMENT:

PRIMARY ACTIVITY:

SUBENVIRONMENT 1:

ACTIVITY 1:

SKILL CLUSTER 1:

SUBENVIRONMENT 2:

ACTIVITY 2:

SKILL CLUSTER 2:

Figure 1

STUDENT:
ENVIRONMENT:
ACTIVITY:

NONHANDICAPPED PERSON INVENTORY	DATE					DISCREPANCY ANALYSIS	ADAPTATION OR TEACHING HYPOTHESIS
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

Figure 2
Handicapped Person Inventory

Silverware Sorter
Trinity Regional Hospital
Contact Person: Anita

_____ 1. Enter into hospital.

_____ 2. Down the hallway on the left.

_____ 3. Turn right at east elevators.

_____ 4. Turn left at the next hall intersection.

_____ 5. Walk down this hall a few feet and turn right at the next intersection.

_____ 6. Turn right into dietary offices.

_____ 7. Enter offices and hang up your coat in the closet area.

_____ 8. Get apron by leaving dietary office area, turning right, and walk down hall to women's locker area. Find apron and put it on.

_____ 9. Leave women's locker room and walk down hall entering at doors entitled "Authorized Personnel Only".

_____10. Wash hands at sink.

_____11. Find silverware area.

_____12. Find brown tray that has silverware in it.

_____13. Using the plastic containers, separate knives, forks, and spoons placing each in their own container, handle down.

_____14. When a plastic container has become full of a type of silverware, place the container in an aluminum rack found on the shelf below the brown tray.

_____15. When the aluminum rack has become full of plastic containers, carry the aluminum rack over to the conveyor belt and place it on the belt.

_____16. When silverware comes through the dish machine the second time, it will be in those plastic containers. Working with one plastic container at a time, place another plastic container on top of the one that you have removed from the aluminum rack. Turn over!

_____17. Place plastic container that has the silverware handle up into the container rack on the far side of your work area.

_____18. Complete these steps Nos. 11 through 15 until all silverware from the brown trays have been put into plastic containers and washed a second time.

_____19. Using a tray, lay out knives, forks, and spoons out of three plastic containers.

_____20. Pick up one knife, one fork, and one spoon by handle only; do not touch the head of any utensil.

_____21. Place these three pieces of silverware into the silverware bag.

_____22. Flip over, close your flap of bag.

Figure 3

_____23. When you find a soup spoon, put a regular teaspoon with it and put it into a silverware bag using the closure flap as in No. 20. Keep these sets of silverware separate from the regular stack of silverware.

_____24. Place set of smaller silverware: a small knife, a small fork, and a small spoon together in plastic bags. These are pediatric silverware. Keep them in a separate pile.

_____25. As set of knives, forks, and spoons of regular size are bagged together, separate sets that have a smooth bladed knife. Place these sets on the first shelf below the work counter. These sets are for 3 East.

_____26. When clean silverware has been bagged into its proper bags, carry trays of silverware over to the starter section of the tray line. Starter section of tray line is found by walking from silverware room through pots and pan room through kitchen area and turning left. When you come to a silver work counter, you will see the beginning of the tray line.

_____27. Place bags of regular silverware into the tray marked regular.

_____28. Place bags of silverware for liquid diet into tray marked "liquid diet".

_____29. Under counter, directly behind tray line next to Lipton tea boxes of two white plastic containers, put pediatric silverware bags in the one marked "pediatrics", put 3 East silverware bags into container marked "3 E".

_____30. Find laundry cart bag next to coolers between pot and pan room and kitchen area.

_____31. Find one serving tray and place on top of one laundry cart.

_____32. Fold rags.

_____33. Walk from the wall past the pots and pan room into cafeteria area with folded rags.

_____34. Find the first cabinet on your left, open first door on left and find box marked "club crackers".

_____35. Place folded rags in this box.

_____36. If cafeteria box is full, place folded rags in cooking area, second drawer, on each side.

_____37. When it is time for you to return to school, go past elevator doors and through double doors back into the dietary offices.

_____38. After putting on coat, walk out of office turning left, walking down the hallway, and turning left at the next intersection.

_____39. At the next intersection, turn to your right walking until you come to the elevators marked "East Elevators" turn left, walk into lobby of the hospital, turn right, and find the side doors walking through them and out to the car.

Figure 3 (cont'd.)

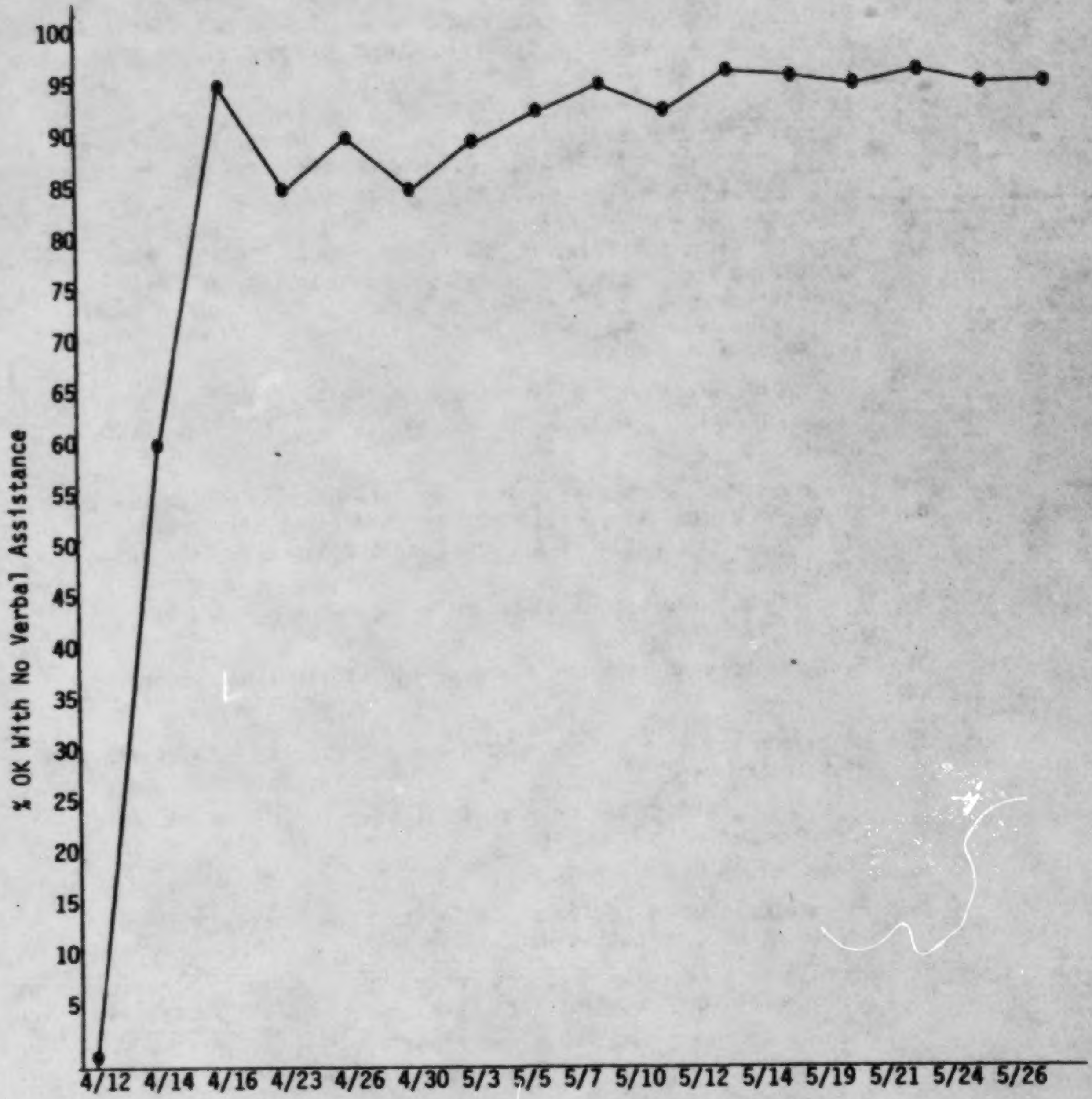


Figure 4

Silverware Sorter
Trinity Regional Hospital

+ = Independent
VP = Verbal Prompting
- = Dependent

Date Initiated:________________________________

Student:______________________________________

JOB I: Unloading Vans

1. Locate and obtain four-wheeler.																					
2. Move four-wheeler to garage. Park by van.																					
3. Open van, remove film bags, stacking carefully until full.																					
4. Push or pull cart to size sorter.																					
5. Repeat steps 1-4 until all films have been removed from van.																					
6. Locate 2nd cart parked by van																					
7. Remove all kits, stacking carefully until cart is full.																					
8. Push or pull cart to hall. Park next to kit area.																					
9. Remove all kits, stacking on top of or under table.																					
10. Repeat steps 6-9 until all kits have been removed from van.																					
11. Locate another empty cart. Repeat steps 1-10.																					
12. When above tasks completed, tape canisters only.																					
DO NOT SORT BY COLOR																					

Figure 5

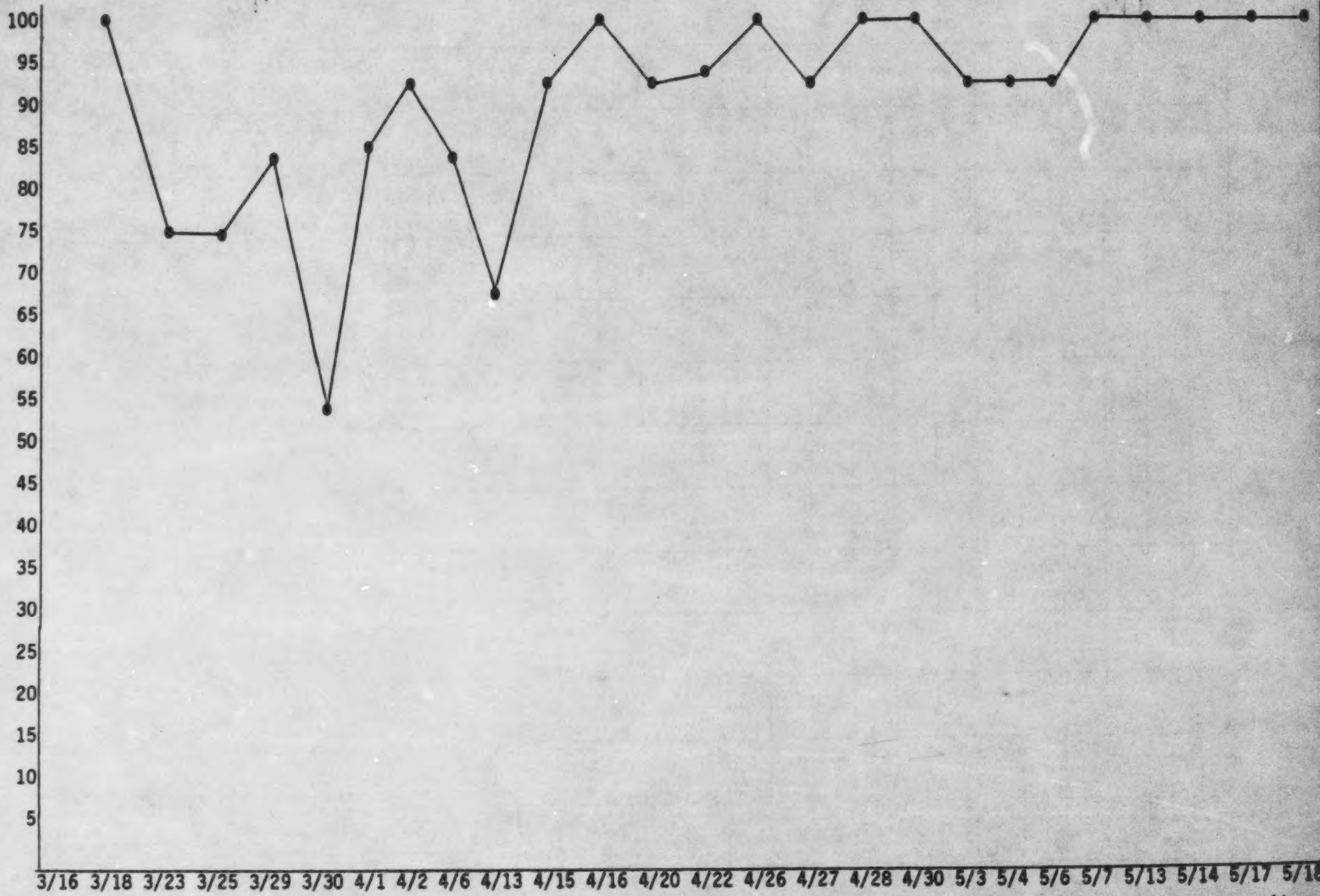


Figure 6
Job I--Unloading Vans

Activity: Busing Tables
Happy Joe's Pizza
Resource Person: Rod P.
Site Availability: 12:00-2:00
M-T-W-Th-F

1. _____ Enter through employee entrance.
2. _____ Hang up coat in supply room on empty hooks.
3. _____ Wash hands with soap.
4. _____ Roll out paper towel using crank to dry hands.
5. _____ Check supply of placemats. If needed, find in supply room on left side, bottom shelf. Get one handful.
6. _____ Locate dirty table without customers.
7. _____ Push cart to table.
8. _____ Pick up a glass, emptying liquid on top tub. Place glass in top tub, upright position.
9. _____ Repeat glass step until all glasses are cleared. Stack two high only.
10. _____ Pick up plate, turning it sideways into trash can, allowing food to fall into basket. Place plate in tub on middle half.
11. _____ Repeat step on plates until all are cleared.
12. _____ Pick up pizza pan, dumping remaining food into trash basket. Place pizza pan sideways, placing into silverware slot in top tub.
13. _____ When silverware section in tub is full, line up pizza pans on side surrounding glasses.
14. _____ Silverware placed in silverware slot, middle tub.
15. _____ Place napkins, placemats, and straws in trash basket.
16. _____ Wipe out condiment containers, pepper, cheese, taco sauce.
17. _____ Return to counter and place in proper slot.
18. _____ Empty ashtray into trash basket, wipe using a dirty napkin (or clean one if none available).
19. _____ Place napkin holder, salt, pepper, and ashtray to far side of table.
20. _____ Pull out towel from insert, squeezing excess water in insert.
21. _____ Wipe all crumbs to center of table using up and down motion.
22. _____ Push crumbs from center into hand. Dump crumbs from hand into trash basket.
23. _____ Place towel into insert, swish around and pull back out, squeezing excess water into insert.
24. _____ Wash table, scrubbing difficult spots.

Figure 7

25. _____ Place napkin holder in center of clean table, with narrow end toward jukebox.
26. _____ Place ashtray on salad side of napkin holder.
27. _____ Place salt and pepper on opposite side, wipe if necessary.
28. _____ Place tent on top of napkin holder.
29. _____ Wipe crumbs of dirty side into hand.
30. _____ Wash dirty side of table.
31. _____ Wipe seat of chairs.
32. _____ Push chairs under the table.
33. _____ Put placemats on table. Same number as chairs. Place them facing the chair.
34. _____ Wipe menu.
35. _____ Place menu on corner of table closest to aisle.
36. _____ Put towel into insert.
37. _____ Go to next dirty table.
38. _____ Repeat steps 21-37.
39. _____ When no more glasses can be placed in top tub, push bus cart to spray-out area.
40. _____ Place dirty tubs on floor next to pan rack.
41. _____ Repeat steps 12-18.
42. _____ Get coat out of supply room.
43. _____ Leave using employee exit.

Figure 7 (cont'd.)

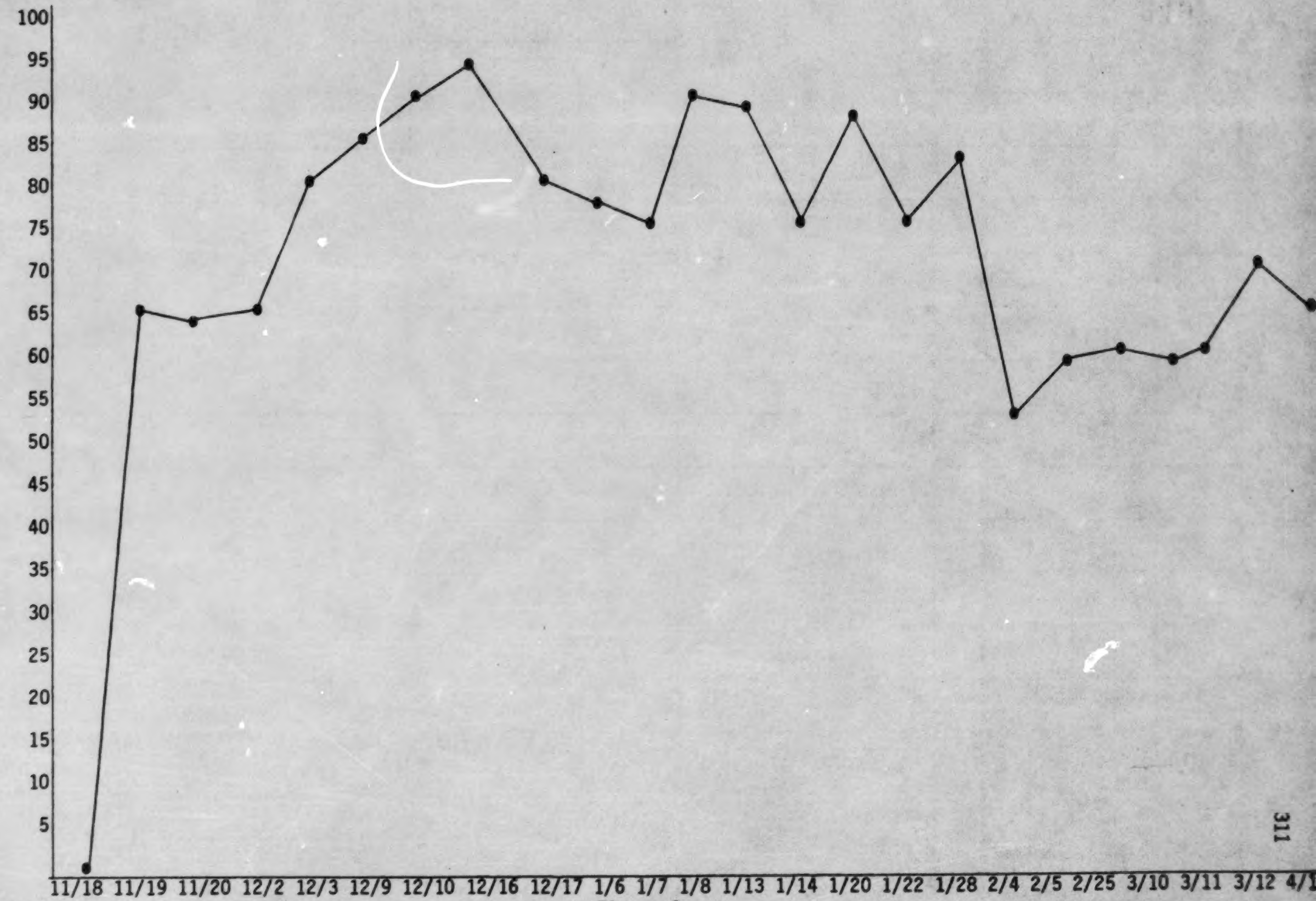


Figure 8
Happy Joe's Pizza--Busing/Set-Up Tables

Site: ____________

Date: ____________

Name:	Item to Locate	Enters Pocket Money	Presses "-"	Locates Item	Enters Price	Presses "="	Indicates If Enough Money

Name:	Item to Locate	Enters Pocket Money	Presses "-"	Locates Item	Enters Price	Presses "="	Indicates If Enough Money

Fi[illegible] 9

Site: Sandy's
Area: Family Room 313

Name:

Date:										
Fireplace: Lay out newspapers										
Remove bricks - tap; set on newspapers										
Remove grate; set on newspapers										
Using plastic dustpan, scoop up ashes										
Put ashes in bag										
Wash hands										
Vacuum loose pieces										
Replace grate and bricks										
Wash hands										
Dust cobwebs										
Fill humidifier										
Dry cloth: TV shelves										
Antique laundry stove										
Damp cloth: Stereo cover										
TV screen										
Furniture polish cloth: Stereo shelves										
Speakers										
Coffee table										
Book shelf										
Desk										
Table and chairs										
Vacuum: chairs										
Couches										
Carpet										
Clean and shine: Window										
Sliding door										
Supervisor:										

Figure 10

Site: Sandy's
Area: Bedroom #1

Name:

Date:										
Strip bed										
Sheets to: Washer										
or clothes basket										
Make bed: Bottom sheet										
Top sheet										
Blanket(s)										
Spread/cover										
Pillowcases										
Using feather duster: Dust wall hangings										
Straighten										
Dry or damp cloth: Dust lamp										
Knickknacks										
Clear floor										
Empty ashtrays										
Furniture polish cloth: Dust dressers										
Headboard										
Bed table										
Chair										
Globe										
Windowsills										
Clean and shine mirrors										
Vacuum floor										
Close closet doors										
Supervisor:										

Figure 10 (cont'd.)

Area: Dining Room and Kitchen

Name:

Date:										
Using feather duster: Dust wall decorations										
Straighten										
Clean and shine: Mirror										
Furniture polish cloth: Dust ledge										
Ducks										
Table										
Chairs										
Microwave										
Microwave table										
Vacuum: Carpet										
Steps (top 4-5)										
Cans to bag in garage										
Dishes to dishwasher										
Move and dust counter items										
Clean: Counter top										
Stove										
Refrigerator										
Sink										
Clean and shine: Faucets										
Electric broom: Linoleum walkway										
Kitchen floor										
Damp mop or cloth: Linoleum walkway										
Kitchen floor										
Supervisor:										

Figure 10 (cont'd.)

Name: 316 Room

Date:										
Empty wastebasket										
Shake bathroom rug										
Vacuum: Stairs										
Den										
Laundry room										
Bathroom										
Hall										
Medicine Cabinet: Wipe shelves inside										
Wipe off/put away items										
Clean mirrors: Bathroom										
Laundry room										
Damp cloth: Wipe washer										
Dryer										
Water heater										
Furnace										
Stool: Clean inside										
Wipe tank sides and top										
Clean seat and cover										
Wipe base, sides, and front										
Clean shower floor										
Clean sink										
Clean counter top										
Clean and shine: Sink faucets										
Shower faucets										
Replace rug										
Supervisor:										

Figure 10 (cont'd.)

Site: Sandy's
Area: Upstairs Bathroom

Name:

Date:										
Empty wastebasket										
Shake bathroom rug										
Medicine cabinet: Remove items										
Remove items										
Wipe off shelves										
Put away items										
Clear sink/counter top										
Dry dust: Towel racks										
Clean and shine: Mirror										
Bathtub: Clean sides, floor, and edge										
Clean soap dish										
Clean and shine faucets										
Stool: Clean inside										
Wipe tank sides and top										
Clean seat and cover										
Wipe base, sides, and front										
Clean sink										
Clean counter top										
Clean and shine faucets										
Replace rug										
Supervisor:										

Figure 10 (cont'd.)

Site: Sandy's
Area: Living Room

Name:

Date:										
Using feather duster: Dust pictures										
Straighten										
Dry dust: Knickknacks										
End tables										
Coffee tables (under only)										
Lamp										
Furniture polish cloth: Dust desk										
Chair										
Window sill										
Move plants--dust shelf										
Dust: Around books										
Rocking chair										
Conversation seat										
Spinning wheel										
"Abe" statue										
Clean and shine: Mirror										
Vacuum: Cushions										
Floor										
Supervisor:										

Figure 10 (cont'd.)

Site: Sandy's
Area: Bedroom #2 and Hall

Name:

Date:										
Put puzzles on top of bed										
Using feather duster: Dust wall hangings										
Straighten										
Dry or damp cloth: Dust stereo										
Tape cases										
Furniture polish cloth: Dust dressers										
Headboard										
Windowsills										
Vacuum floor										
Replace puzzles under bed										
Vacuum hall										
Supervisor:										

Figure 10 (cont'd.)

Site: Corliss
Area: Dining Room

Name:

Date:										
Shake: Dining room rug										
Back entry rug										
Buffet: Remove items										
Shake runner										
Dust buffet top										
Replace runner										
Replace items										
Dust windowsills										
Dust wine rack										
Piano: Remove items										
Dust										
Replace items										
Dust TV tray rack										
Table: Remove items										
Shake tablecloth										
Dust table top										
Dust legs										
Dust cross bars										
Replace tablecloth										
Replace items										
Dust chairs										
Dust baseboards										
Vacuum floor										
Replace rug										
Replace back entry rug										
Supervisor:										

Figure 10 (cont'd.)

Site: Corliss
Area: Kitchen

Name:

Date:										
Throw away coffee grounds										
Rinse dishes										
Glass dishes: Stack in dishwasher										
Prepare hot soapy water										
Plastic dishes: Wash										
Dry										
Put away										
Clean and shine--Damp cloth: Counter top										
Dishwasher (top, front, side)										
Microwave										
Table										
Chair seats										
Refrigerator door										
Telephone										
Pantry counter top										
Pantry cupboard doors										
Windowsills (kitchen and hall)										
Painted woodwork around doors										
Mopboards										
Furniture polish cloth: Dust chairs										
Shake rug										
Sweep kitchen floor										
Damp wash kitchen floor										
Replace rug										
Change towels										
Supervisor:										

Figure 10 (cont'd.)

Site: Corliss'
Area: Living Room

322

Name:

Date:										
Put pop bottles, cans, glasses, coffe cups in kitchen										
Put newspapers in rack										
Vacuum chairs										
Vacuum couch										
Furniture polish cloth: Dust rocking chair										
Two upholstered chairs										
Chair										
End tables: Remove items										
Shake doily										
Dust table top										
Dust legs										
Replace doily										
Replace items										
Dust speakers										
TV and stand: Remove items										
Shake doily										
Dust (top, sides, and table)										
Replace doily										
Replace items										
Dust magazine rack										
Dust baseboards (open areas only)										
Damp cloth: Dust TV screen										
Plant stand										
Stereo										
Lamps										
Vacuum floor										
Supervisor:										

Figure 10 (cont'd.)

Area: Front Entry

Name:

Date:										
Vacuum stairs										
Clean and shine: wall mirror										
Door mirror										
Furniture polish cloth: Dust windowsill										
Banister										
Baseboards										
Humidifier										
Fill humidifier										
Supervisor:										

Figure 10 (cont'd.)

Chapter 7

Project Wilson: Wilson School

BY:

DICK DOWNS
HOLLY CANNON
LINDA CLOPTON
BETH MCBRIDE
SHIRLEY SCHLOSSER
ROBERTA VAN DEWAKER

Chapter 7

PROJECT WILSON: WILSON SCHOOL

Mason City, Iowa

by Dick Downs, Principal
Holly Cannon, Teacher
Linda Clopton, Teacher
Beth McBride, Teacher
Shirley Schlosser, Teacher
Roberta Van deWaker, Teacher

Introduction

At the present time, Wilson School houses severe/profound and moderately handicapped students in a segregated building. In the fall of 1982, students will be housed in buildings with nonhandicapped peers. This reorganization underscores the need for a well-sequenced curriculum. After investigating and visiting various programs, it was decided to participate in Project A.M.E.S.

Wilson School is located in Mason City, Iowa, a community of approximately 30,000 people. Students who attend the school come from five outlying communities. There are approximately 30 students, ages eight to twenty-one years of age. The staff consists of five teachers, three aides, one nurse on call, and AEA support staff. In addition, there were two half-time aide positions filled by students from the work study EMH program.

Project A.M.E.S. enabled the Wilson staff to put into effect community-based programming. Previously during their final year, students were placed at the North Iowa Vocational Center for evaluation. Otherwise, there had been no consistent community-based training. Under this program, the Wilson staff was able to utilize skills taught in the classroom in appropriate community environments.

Early in the year, the staff established the following broad program goal. "The ultimate goal for all students in the Wilson Program is to be as productive as possible." While such a broad goal had been a part of our program in the past, Project A.M.E.S. provided a process by which we could more systematically address this goal. That is, the Project A.M.E.S. model, adopted for use at Wilson School, provided for a more coordinated program effort now and in the future. Specifically, the Wilson School program attempted to:

1. Provide activities and tasks directed toward chronological age.
2. Develop skills that are functional and community oriented.
3. Develop behavior that is socially acceptable.
4. Provide systematic opportunities for interaction with nonhandicapped persons.
5. Emphasize basic education and applying it to the following program domains: Vocational, Recreation/Leisure, Domestic, and Community.
6. Provide a program that has a high degree of coordination and teamwork.

Teachers worked cooperatively to formulate a schedule which included all students in each of the four domains. The original schedule is included but there were various changes throughout the year. The teachers also met weekly to coordinate plans for out-of-the-building training. Teachers and aides met once weekly to facilitate communication.

In September, 1981, the principal and teachers held meetings with the parents of each homeroom. At that meeting, parents were introduced to Project A.M.E.S. Parents were also given a student inventory adapted from the Willson-Beardshear program. Neither the Wilson staff nor the parents found this particular inventory especially helpful.

Beginning in the fall of 1982, Wilson School students will be housed in Mason City High School, John Adams Middle School, and Roosevelt Elementary School. The class at Roosevelt Elementary includes one moderate and two severe classrooms. Because of this transition, considerable attention was given to presenting the A.M.E.S. program to the staff of the various schools. Presentations were made acquainting the staff with mental retardation and the curriculum. Visitations between schools involved staff, students, and parents.

As a result of Project A.M.E.S. and the planned reorganization, the Wilson staff became more aware of the value of age-appropriate social skills, activities, and interpersonal relationships. The Wilson staff stressed, to a greater extent, socially acceptable behavior, appropriate dress, and independent habits such as carrying a purse, billfold, comb, etc. Participating in a curriculum that emphasized community training had a positive influence on teacher and student. The students' self-concept was enhanced as they actually began seeing themselves as functioning members of the community.

Severe and Profound Classroom

by Holly Cannon, Teacher

The severe and profound class at Wilson School consists of two eleven-year-old students. One is ambulatory and one is not. The major emphasis during the 1981-82 school year was in the Domestic domain, more specifically in the self-help area. One child (S_1) achieved toilet conditioning at a 75 percent success rate (100 percent in defecation) while the other student's (S_2) eating skills went from being totally dependent to being a 50 percent self-feeder. A feeding splint was made for S_1 and enabled her to at least partially get the food to her mouth independently.

Vocationally, S_2 has learned to take milk cartons out of a box while sitting erect on a three-legged stool. This incorporates sitting endurance and grasp in a functional activity.

Community Mobility is divided into two parts, mobility alone and community awareness. S_2 has learned to creep independently after three years. S_1 is improving in unassisted stairwalking. Both students are involved in at least one community outing weekly. Places include fast food restaurants, a cafeteria in a nearby hospital, flower shops/greenhouses, and walks to the park.

In the Recreation/Leisure domain, S_1 is working at mantaining hand contact on a touch plate microswitch adapter that activates a radio and also on ball rolling. She is capable of pushing the ball 25 percent of the time when placed in her hand, but eye contact to task has been good, 50 percent. Her performance in independent radio playing has not been as successful as we would like. A continuing problem has been the difficulty in determining an effective reinforcer. S_2 can now roll a beach ball away from himself toward another individual.

In keeping with the overall school emphasis on socially age-appropriate skills and behavior, I have given attention to reducing self-stimulating and self-abusive behavior. S_2 tends to mouth fingers, objects, his clothes, etc. This year an aversive therapy technique was instituted which each time he mouthed inappropriately, I would firmly say "no mouth" and stroke his cheek (aversive to him). Within a month, the verbal cue and a point toward his mouth resulted in cessation of the mouthing. He might attempt to mouth again within seconds, but he did learn an immediate correct response to "no mouth". In S_1's case, it was a little harder. S_1 engages in self-stimulation behavior in the form of constantly wringing her hands. DRL/DRO techniques were applied without success. Aversion therapy, using arm exercises as the aversive, was attempted without success. A large mitt was placed on her left hand as an overcorrection technique and has been the most successful.

S_1 has also learned to hold his head up in social situations. This is an improvement from the time when he continually chewed his shoelaces.

The impact Project A.M.E.S. has had on the severe/profound class has been the upgrading of materials used and the emphasis on age-appropriate behavior (See Figure 1). For example, not using rattles for grasping with eleven and twelve year olds but using combs, spoons, toothbrushes, etc. instead. It has been a positive experience and given me a guideline for future activities.

STUDENT A

8:40- 9:00

Recreation/Leisure

a. Hand on radio adapter
b. Ball rolling

Vocational

c. Grasping functional items, i.e. spoon, toothbrush, brush, comb

9:00- 9:15

Toilet

9:15- 9:30

Mobility Domestic

a. Stair practice
b. Turning on faucet

9:30- 9:40

Complete recreation/leisure and vocational activity above

9:40-10:00

Greeting circle with another class

10:00-10:20

Break

10:20-10:45

Mobility

a. Pushups
b. Wheelbarrow walking
c. Pushing weighted wheelchair
d. Standing independently

Domestic

Working on independent feeding skills

Lunch

STUDENT B

8:40- 9:00

a. Massage
b. Put braces on

9:00- 9:40

Mobility

a. Knee walk
b. Creep
c. Independent sitting

Vocational

While sitting:

a. Pulling milk cartons out of a box
b. Pulling clothes out of laundry basket

9:40-10:00

Greeting circle with another class

10:00-10:20

Break

10:20-10:45

Mobility

a. Toe stretches
b. Wheelbarrow walk

10:45-11:00

Lunch preparation

11:00-12:15

Domestic

Work on independent feeding skills

Figure 1
Sample Classroom Schedule
Severe and Profound Class

STUDENT A	STUDENT B
12:15-12:30	12:15-12:30
Bathroom and break	Bathroom and break
12:30- 1:15	12:30- 1:15
Rest	Rest
1:15- 2:00	1:15- 2:00
Mobility	Mobility
Obstacle course	Creeping
Recreation/Leisure	Standing with pre-exercise
Radio activity	2:00- 2:15
2:00- 2:15	Snack
Snack	2:15
Domestic	Goes home
2:15- 2:30	
Bathroom	
2:30- 3:00	
Community Mobility	
3:00	
Goes home	

OR

1:15-2:00 (2:15) Community Outing

Figure 1 (cont'd.)
Sample Classroom Schedule
Severe and Profound Class

Severely Handicapped Class

by Beth McBride

This class was organized just prior to the 1980-81 school year in order to provide improved programs for the severely retarded students who had been in moderate classrooms, for one steadily improving student from the severe and profound class, and for a mildly retarded boy whose adaptive behavior was in the severe range. The class is labeled severely handicapped rather than severely retarded. The five students range in chronological age from ten to twenty years.

Four of the students are ambulatory. The youngest girl is ambulatory but unsteady in some situations. Two of the students speak in several work utterances. The two younger students (ten and eleven) speak mostly in single word utterances and use some signs. An older student is nonambulatory. He uses a combination of approximating words using a few initial consonants and a vowel sound, a language book, gestures, and signs.

The staff consisted of one teacher, one half-time aide, and one half-time work study aide from the high school MDE classroom. Aide time overlapped so there were periods when no aide was present in the classroom.

Scheduling. Individuals from this group mixed with both the severe/profound class and with moderate classes so scheduling varied. An additional aide came to the classroom one afternoon per cycle for recreation/leisure activities.

Domestic Skills. In addition to practicing individual self-care skills in functional ways, students prepared snacks to improve mealtime preparation skills. The group ate family style twice a week to learn to pass food and to serve themselves.

Community Mobility. All students did considerable walking in the neighborhood. The mildly retarded male student usually went on outings with peers from the MDT class. The remainder used the vending machines at a hospital located less than one block from the school.

The older nonverbal boy went on a weekly community training experience with the severe/profound class. He assisted by pushing one student's wheelchair, opened doors for people, took each person's money, and obtained their pop--correctly recognizing the signs on the vending machine. He had a chance to be a grownup on these outings and became more social as the year progressed using his limited vocabulary effectively.

Recreation/Leisure. This class played both table games and active games on the day an additional aide was in the classroom for this purpose. An animal lotto game was cut down to three pictures per card in order to hold interest. The pictures were age appropriate also. The aide made a penny pitching game with large red and black squares and used raisins for prizes. This was enthusiastically received throughout the year. In the fall, students worked on tether ball skills and in winter and spring, were taught physical activities in preparation for Special Olympics.

Vocational. In the classroom, some students worked on sorting silverware in order to increase rate. The Math-Sort-Assemble curriculum also was used.

Two students spent over an hour each day engaged in Vocational Training in the vocational room at Wilson School. These students were involved in all the activities described in Figures 2 and 3. The other three spent time working on complying, attending, and sorting.

Two students received vocational training in other parts of the school. One student stacked chairs in the lunchroom. Another student assisted the severe/profound teacher during free time.

NAME OF STUDENT ____

MAKING A BED

1. Smooths bedspread.														
2. Positions bedspread evenly on the bed.														
3. Finds head of bedspread and places it by pillow.														
4. Places bedspread right side up.														
5. Places pillow in place.														
6. Smooths blanket.														
7. Pulls blanket up neatly.														
8. Smooths sheet.														
9. Pulls up sheet neatly.														
10. Tucks in bottom corners of sheet and blanket if necessary.														
11. Smooths bottom sheet.														
12. Remove pillow and spread.														

4	+	Skill performed adequately and independently.
3	✓	Skill performed lower than acceptable.
2	+v	Skill performed with verbal prompt.
1	+p	Skill performed with physical prompt.
0	H	Skill performed with hand-over-hand assistance.
0	0	Skill not observed.

Figure 2

Sample Task Analysis

NAME OF STUDENT ______________________________

HANDWASHING - PLUGGING THE SINK

1. Pull up sleeves.														
2. Plug sink.														
3. Turn on faucet.														
4. Run both hot and cold water.														
5. Adjust temperature of water.														
6. Wet hands.														
7. Pick up soap.														
8. Lather palms of hands.														
9. Lather backs of hands.														
10. Rinse hands.														
11. Unplug sink.														
12. Pull out paper towels.														
13. Dry palms of hands.														
14. Dry backs of hands.														
15. Dry arms if necessary.														
16. Place towels in wastebasket.														

Figure 3

Sample Task Analysis

Intermediate Classroom

Linda Clopton, Classroom Teacher

Six students comprised the intermediate moderately handicapped classroom at Wilson Developmental Center. The students ranged in age from eight years to fourteen years. There were three girls and three boys in the self-contained room. Mental retardation was the primary handicap. All students were ambulatory. Four out of six students participated in fine and gross motor therapy--carried out by an aide approximately four days out of a six-day cycle. All students were verbal. One child had very little spontaneous speech and was often echolalic. Three students were easily understandable while two other students were less articulate. Behavior skills were quite varied. One student displayed aggressive behavior and inappropriate sexual and physical behaviors. This student's large physical stature made it difficult to implement an effective method of correcting his behavior. The other students displayed less severe inappropriate behavior, such as direction denial, withdrawal from correction, inappropriate verbalizations, and temper outbursts. These behaviors, however, occurred only occasionally and were relatively easily controllable. All students functioned independently in the restroom by the end of the school year.

All students resided at home. Five students lived in Mason City while the sixth student lived over ten miles away in Clear Lake. Staff consisted of a full-time teacher. Additionally, an aide was assigned to the classroom for 40 minutes during the morning and one afternoon out of the six-day cycle.

Students in the intermediate classroom participated in physical education, music two days out of the six-day cycle, and art one day during the six-day cycle. A description of the class' involvement in each life functioning domain follows.

Domestic Living

The students in the intermediate class spent approximately one hour daily engaged in Domestic Living skills instruction. The school's Home Living Center was utilized for domestic instruction. Two broad objectives were set for this domain at the beginning of the school year: 1) to be able to prepare a simple breakfast as independently as possible and 2) to perform cleaning skills to independently maintain a bedroom at home.

Several breakfast food items were task analyzed to individualize instruction and to record student progress during the school year. Some breakfast items included the preparation of cold cereal, cinnamon toast, instant oatmeal, frozen orange juice, hard boiled eggs, instant hot cocoa, frozen waffles, and scrambled eggs. During the school year, students went out to breakfast at two restaurants and to the Mason City High School cafeteria. At the end of the school year, students were to plan a simple breakfast to prepare for a classmate. Students were given minimal supervision as they prepared breakfast.

As a class, less instructional time was spent on the second objective, cleaning skills. Students were charted on cleaning skills pertaining mostly to clean-up after food preparation--washing surfaces, rinsing dishes, washing dishes, putting away dishes, and drying dishes. Skills such as sweeping, dusting, and window cleaning were worked on but student progress was not charted.

Included in the Domestic domain were self-help skills. Parents were asked to complete a questionnaire in the fall as to where they felt their child was functioning independently concerning grooming, hygiene, and other self-care skills. Students worked on toothbrushing skills daily. The school nurse also supervised bathing, shampooing, and grooming skills for particular students in the intermediate group. Students also participated in a health class set up by the school nurse to provide information on the function of the human body. A majority of the students from the intermediate class participated in these classes.

Grooming skills remained a constant area of instruction during the year. Whenever leaving the building, students were required to utilize the restrooms to comb their hair, fix shirts, wash face, etc. Figures 4 and 5 are sample task analyses. Also included are summary data regarding student performance by the end of the 1981-82 school year (See Figures 6-7.

Recreation/Leisure Skills

The objective stressed during this time was for students to select an age-appropriate and meaningful leisure activity independently. Students had access to various age-appropriate, independent activities in the classroom--record player, tape player, puzzles, paint, etc. In the spring, all but two students seemed to engage in an activity without prompting. As a group, students were involved in learning various card games as well as handling the cards. Board games were also introduced. Four out of six students required prompts to play a card, move a marker, remember game rules, etc. Some of those difficulties came from a limited attention span and perceptual problems. To introduce the students to an independent leisure activity outside of school, students were requested to purchase a latch hook rug kit. (Figure 8 is the task analysis for latch hooking.) Four out of six students were able to successfully master the latch hook technique. Students were encouraged to continue over the summer. One student completed his project.

Students went bowling during the school year. The physical education instructor worked with the students using a bowling set at school, concentrating on holding the ball and form. Students also participated in six weeks of roller skating. Two of the students in the intermediate classroom have continued to roller skate periodically outside of school at a community roller rink.

All six students participated in Girl and Boy Scouts weekly. Troops met every Wednesday during the noon hour.

Vocational Training

The students in the intermediate classroom were scheduled at the beginning of the year to work on Vocational skills on an individual basis. Scheduling was later changed where the entire group worked for approximately 35 minutes daily in the work room. Students worked on various simulated jobs. Students entered the work area checking in and then seating themselves at a table to be assigned either an actual or simulated workshop task (See Figure 9). Students were monitored by the instructor and teacher's aide on various job skills, attending to task, quiet work, accuracy, speed, completion of task, etc. Job skills were charted according to productivity on each simulated job. Those included sorting watch calendars by the month, attaching watch calendars to a card, sorting pepsi cans, sorting four different kinds of pop, counting out five tags and putting them together, counting out five watch calendars to be banded, counting out 12 kernels of field corn and putting them in a plastic container, filling a plastic jug with colored popcorn, and sorting colored macaroni into a jug.

Students were not provided with monetary rewards for productivity, a potential problem. However, occasional token rewards were given for noticeable gain in productivity.

Community Functioning and Mobility

Students were provided instruction on a variety of important Community Functioning skills. Community experiences were provided on a weekly basis. Selected community-based instructional programs are briefly described below.

The class received instruction on skills needed to use a fast food restaurant. McDonalds was the primary focus. A simulated McDonalds was set up in the classroom. Menus were posted on the classroom wall, empty McDonalds containers were obtained from McDonalds and arranged on a shelf. Students were taught to select and order food, to exchange money, and the social behaviors necessary to behave appropriately in a restaurant. The class made several visits to McDonalds during the school year to utilize skills learned in the classroom. As a class, we also went to other restaurants to utilize skills.

Included in Community Mobility for most of the students were regular trips to a hair stylist for trims, cuts, shampoos, and hair styling. Students also experienced grocery shopping, window shopping, public transit bus riding, pop breaks at the hospital cafeteria, and street crossing skills instruction. Figure 10 is a sample task analysis on cafeteria.

Overall, the intermediate classroom teacher was pleased with Project Wilson efforts during the 1981-82 school year. The task analyses and data systems developed allowed for a more precise accountability method.

Further, emphasis on Community Functioning and Vocational skills was extremely beneficial for this group of students. The 1982-83 school year should see an expansion of these first year efforts.

Domain Domestic

Skill Washing Surfaces

	Name									
1. Locate dish cloth in drawer.										
2. Run cloth under warm water.										
3. Wring out cloth with both hands.										
4. Walk to table or counter to be washed.										
5. Wash small area using horizontal strokes.										
6. When necessary, hold cupped hand under edge.										
7. Wipe crumbs into hands.										
8. Walk to wastebasket and throw away.										
9. Complete wiping table cleaning entire surface.										
10. Rinse out cloth in sink.										
11. Wring out cloth.										
12. Hang over faucet to dry.										
Day										

4 - skill performed adequately and independently
3 - skill performed with verbal prompt
2 - skill lower than acceptable
1 - skill performed with physical prompt
0 - skill not observed

Figure 4

Task Analysis

Domain Domestic

Skill Eggs--Scrambled

Name

1. Cracks egg shell on table edge.
2. Pulls egg shell apart with thumbs.
3. Drops egg into a bowl.
4. Thorws away egg shells.
5. Measures 2 T. of milk or water--puts in bowl.
6. Stirs mixture with a fork.
7. Puts 1 T. butter or margarine into small fry pan.
8. Turns on burner to medium heat.
9. Melts butter in pan.
10. Makes butter cover the bottom of the pan (spatula).
11. Pours mixture from bowl to pan.
12. Stirs eggs with wide spatula.
13. Scrapes egg from bottom of pan with spatula.
14. Eggs are done when wet but still shiny.
15. Takes egg from pan and put on plate.
16. Turns off burner.

4 - skill performed adequately and independently
3 - skill performed with verbal prompt
2 - skill lower than acceptable
1 - skill performed with physical prompt
0 - skill not observed

Day

Figure 5

Task Analysis

BEST COPY AVAILABLE

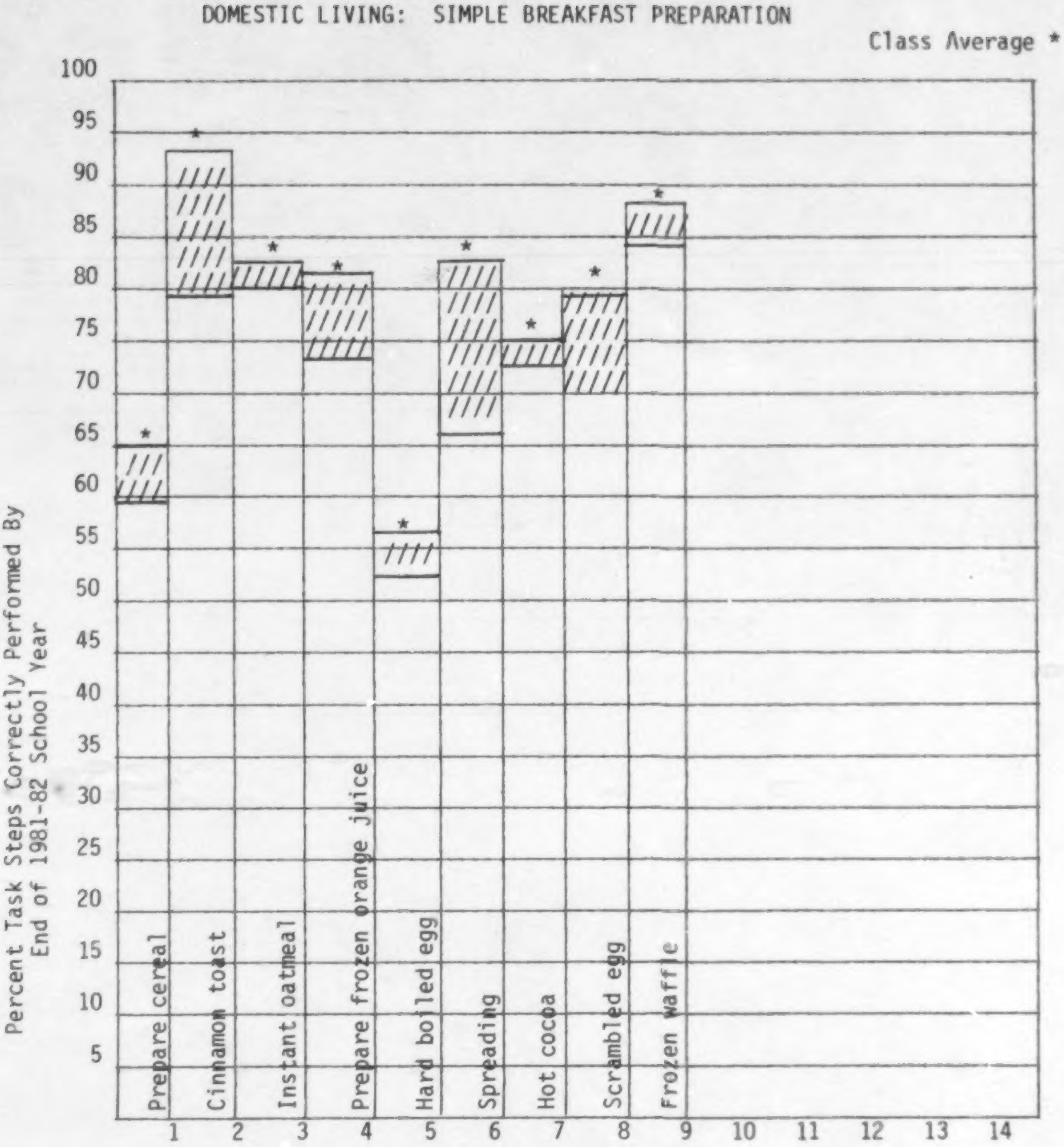


Figure 6

Meal Preparation Tasks

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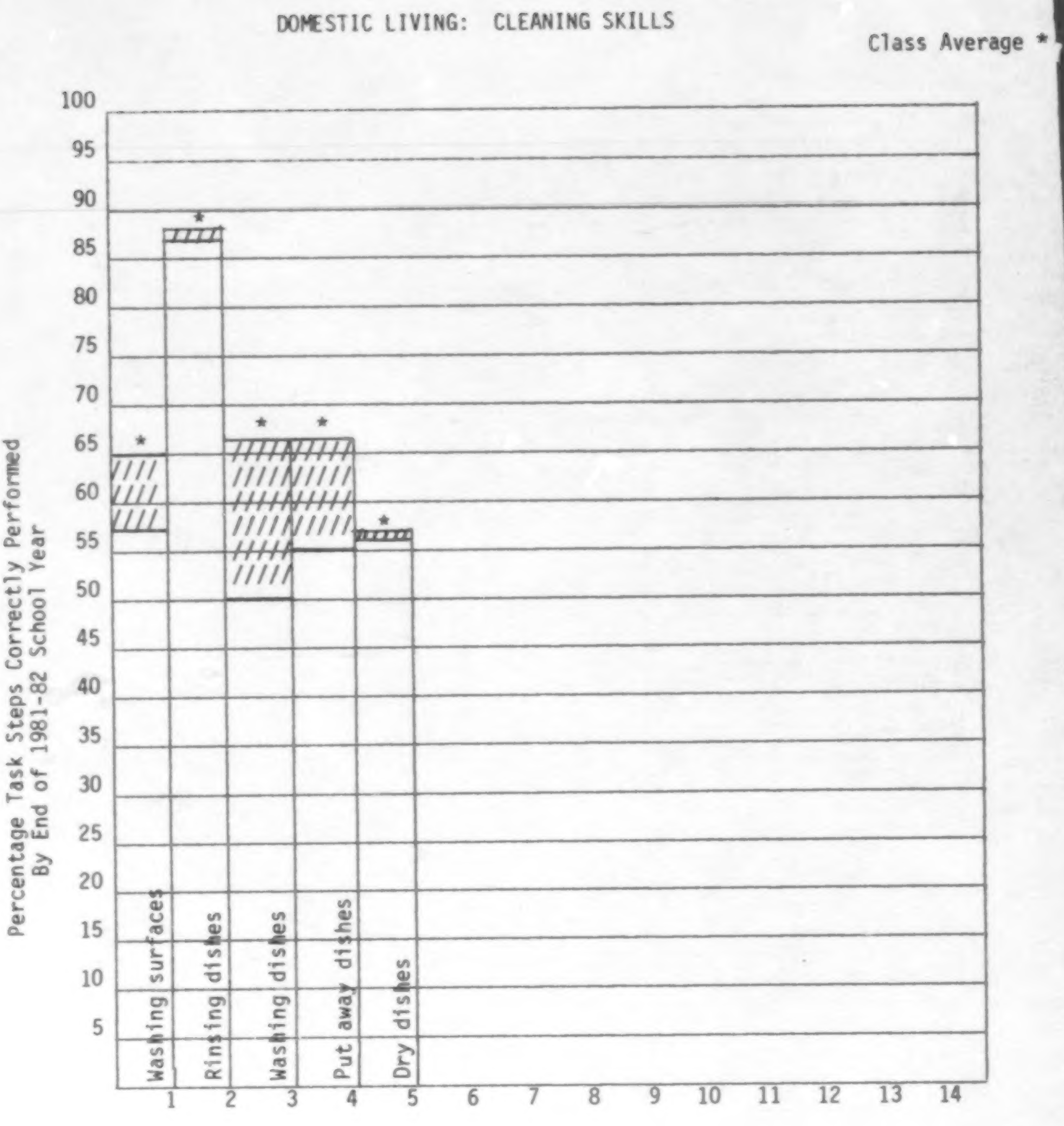

Figure 7

Cleaning Skills

Domain Recreation/Leisure

Skill Latch hook

Name										
1. Select correct starting point on canvas.										
2. Push hook under canvass thread--come up on other side.										
3. Select correct yarn color.										
4. Two hands--put yarn under latch handle and bring up.										
5. Even up yarn--two hands.										
6. Holding hook with one hand and yarn with another pull to the left.										
7. Put yarn over latch--pull right.										
8. With hand on hook, pull back through canvass.										
9. Give ends of yarn a tug to tighten.										
Day										

4 - skill performed adequately and independently
3 - skill performed with verbal prompt
2 - skill lower than acceptable
1 - skill performed with physical prompt
0 - skill not observed

Figure 8

Task Analysis

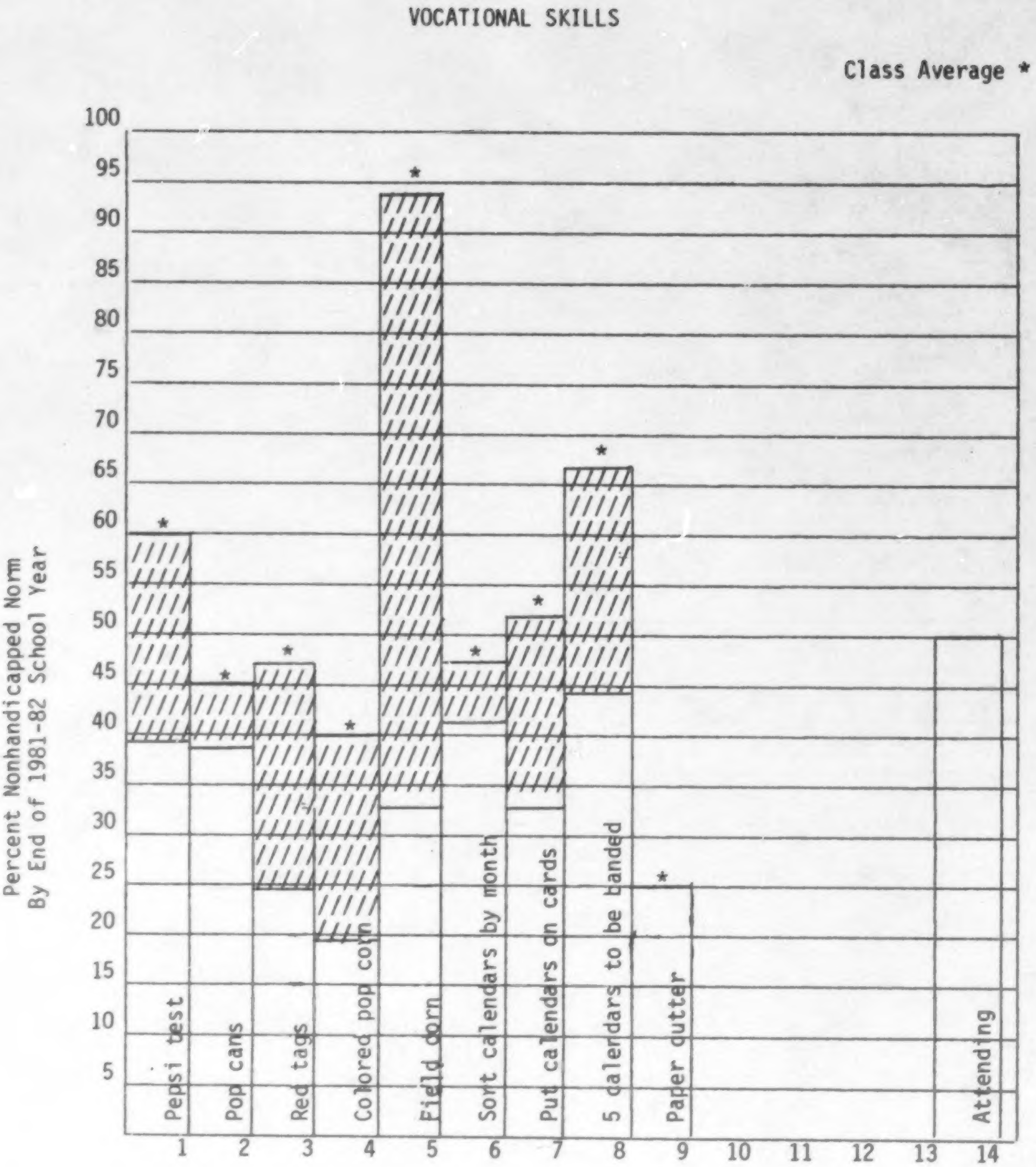

Figure 9

Vocational Tasks

Domain Community

Skill Going through cafeteria line (hospital)

	Name									
1. Goes in cafeteria door.										
2. Picks up tray.										
3. Slides tray along tray rack.										
4. Locates paper cups.										
5. Picks up paper cups.										
6. Locates ice machine.										
7. Fills cup with appropriate amount of ice.										
8. Locates pop machine.										
9. Chooses pop and fills.										
10. Pays cashier.										
11. Gets napkin.										
12. Finds a table.										
13. Takes off coat.										
14. Drinks pop.										
15. Wipes mouth with napkin.										
16. Puts coat on.										
17. Puts tray on moving belt.										
18. Leaves the cafeteria.										
	Day									

4 - skill performed adequately and independently
3 - skill performed with verbal prompt
2 - skill lower than acceptable
1 - skill performed with physical prompt
0 - skill not observed

Figure 10

Task Analysis

Intermediate--Secondary MDT Classroom

by Shirley Schlosser, Classroom Teacher

This was a self-contained classroom for seven MDT pupils ranging in age from thirteen to sixteen years. There were four boys and three girls with IQs between 40-65. Staff included one teacher and one hour aide time in the Vocational Training class and 50 minutes aide time in the Domestic skills class. All the pupils were ambulatory. One pupil had a severe speech problem.

Vocational Training

Vocational instruction was provided daily for one hour. The pupils were evaluated on several tasks before "formal" training began. Charts were kept on accuracy, speed, and attending. Each pupil had specific objectives/goals written into his/her IEP and these goals were followed.

A nonhandicapped worker norm was established for each task and served as the terminal objective. Instructional emphasis was placed on gradually increasing each student's production rate toward that terminal objective. In addition to vocational production, the attitude of the worker was of prime importance. Informal teacher observations were used to gauge performance in this area. Appropriate personal hygiene and proper dress also were stressed.

Selected Examples

One Vocational task involved attaching metal watch band calendars to display cards. One student acquired the task steps, production rate baselines were obtained, and instruction initiated. Probe data collected during the period from October 12, 1981, to December 18, 1981, indicated that one pupil completed an average of four calendar units per minute. Probe data over the last half of the school, January 4, 1982, to April 30, 1982, indicated a production rate of 5.2 units per minute. Attending data indicated an end-of-the-year average of 98.8 percent attending.

Another Vocational experience involved beverage containers at the TriSquare Grocery Store. The manager of the store expressed extreme satisfaction over the performance of our students. Unfortunately, data regarding student performance are lacking.

Other Vocational tasks included booklet and program assembly for local organizations, collating, envelope stuffing, and other clerical tasks. Finally, two boys in the classroom assisted the school custodian by sweeping, emptying wastebaskets, mowing, shoveling, raking, lifting, and filling paper towel dispensers.

Domestic Living

The pupils spent 50 minutes a day in a home living skills instruction in the school based domestic living center. This center was comprised of a complete bathroom, kitchen, dining room, bedroom, and living area. Students were taught to read recipes and grocery ads, write shopping lists, shop for needed grocery items, and make simple breakfasts and lunches. Simple task analyses for cleaning tasks were developed and student performance periodically monitored. Once Domestic Living tasks had been acquired, pupils were taken into a more realistic situation, the teacher's home, to perform the same or similar tasks.

Community Functioning

Students were provided with weekly community training experiences. Pedestrian safety in street crossing and Community Mobility were stressed throughout community experiences. Students experienced the art museum, library, grocery, and various department stores. The calculator was used to make purchases in the grocery store. Five dollars was punched in and the price of each item subtracted, thus using the consecutive subtraction procedure employed by Nietupski and Welch (this volume). Simple task analyses were developed in order to chart student performance. Future efforts should be directed toward collecting data in a more systematic fashion.

Recreation/Leisure

The class was involved in six sessions of roller skating, weight lifting at the Y MCA (10 sessions for boys and six for girls), bowling, softball, touch football, broom hockey, and a sequential course on ball handling. Board and card games were taught in the classroom. Music and art classes each were scheduled for two 45-minute periods in a six-day cycle. Art was scheduled for one 45-minute period per six-day cycle. The music and p.e. classes were back to back which gave the staff preparation time.

Vocational Classroom

by Roberta Van deWalker, Classroom Teacher

Student Description

The high school age classroom at Wilson Developmental Center consisted of nine students, six girls, and three boys. They ranged in age from fourteen years to twenty-one years. IQs ranged from 40-60 for the group. Five of the students have been enrolled in a moderate mental disabilities class since starting school. The other four students were transferees from classes serving students with mild mental and/or emotional disabilities.

Vocational Domain

The students worked in the school's simulated workshop for one to two hours daily. In addition, the students applied for and were assigned to school training sites in the following areas:

1. Custodial Assistant--see Figure 11
2. Preschool Paraprofessional Assistant
3. Cafeteria Assignments (three positions)--see Figures 12-14

During the school year, a community-based training site was established at the Travelodge Motel in Mason City. The students were taught duties involved in maid work and were assigned to clean one room on a once-a-week basis. Two of the oldest students were accompanied by a teacher's aide to the motel. While there, the aide supervised the work done by the students and approved the finished product.

A second training site was established at the TriSquare Grocery Store in Mason City. Students went to the grocery store three times per week for two hours per experience to sort pop and beer cans and bottles. The students were accompanied by a teacher and an aide at all times. All of the students in the high school class were given the opportunity to participate in this training site. Parents received letters notifying them of student placement through this letter (See Figure 15).

Three of the four students who completed the Wilson program this year were placed at the North Iowa Vocational Center (NIVC) for job evaluation during the final quarter of the school year. Students attended the center two full days to enable the center staff to evaluate the stamina of the individual students and to give the students an opportunity to experience "real" work hours (See Figure 16).

A fourth student who completed the program spent a good part of her year participating in job sites set up by the AEA consultant for the Experience Based Career Exploration Program. Her sites included the following:

1. Marshall and Swift Laundry--see Figures 17-19.
2. Sheraton Motor Lodge--work as motel maid under the direct supervision of maid employed by the motel. See Figure 20.
3. Goodwill Store--work at modified clerk's duties. Worked four days per week from 10:00-12:00. See Figure 21.

In addition to working in the simulated workshop and performing the activities listed above, each student worked in the classroom on employment application forms, visited the State Employment Office, participated in a mock job interview with unfamiliar people as preparation for anticipated future actual job interviews.

The teacher actively sought volunteer vocational opportunities for the class and the class collated materials for AEA 2, the Mason City YWCA, and the Cerro Gordo County Association for Retarded Citizens. In addition to collating the materials for the ARC and the YWCA, materials were folded, stapled, addressed, and prepared for mailing through bulk mail.

The ARC also purchased 1,000 pens to be assembled by the students. The pens (five piece assembly) are used for publicity by the ARC.

Tasks done in the simulated workshop were normed and daily progress of the students was charted by the teacher and vocational aide. Attending to task was also recorded as was felt necessary (See Figure 22). Stress was placed on behavior appropriate to the Vocational setting. Special attention was given to preparing the students for the NIVC objectives prepared jointly by the teacher and the NIVC staff (See Figure 23). Due to the ages of the students, experiences in the Vocational domain occurred most of the student's school day. Wherever possible, the skills taught in the other domains were incorporated into the Vocational setting. For example, in the Community Functioning domain, use of the transit system was taught to allow students to travel to and from work sites. In the Domestic domain, students were taught to prepare their own lunch prior to attending NIVC, with no assistance from parents. In the Recreation skills domain, behaviors needed during break time on the job or while in the school workshop were stressed.

Domestic Living Domain

The students had received a more than adequate background in housekeeping skills during their previous school experience. The high school age students were taken to their teacher's home to practice the skills they had been taught at school. While there, each student was assigned a room to clean with one student in charge of lunch preparation for the rest of the class. Students made beds, vacuumed, cleaned bathrooms, dusted, sorted and washed clothes, dryed and folded clothes, and in general engaged in most of the activities necessary for weekly house cleaning. The student who prepared the meal developed the menu, purchased the food at the grocery store, cooked and served the meal, and cleaned up the area after students had finished eating. In addition to the skills evaluated in the home setting, the students were given the opportunity to share recipes which were prepared in the school home living center and eaten by the class there.

Recreation/Leisure Domain

Through a cooperative agreement with a local bowling alley, the students were allowed to bowl for a reduced price and to use the bowling shoes free. The high school class spent six weeks in the fall bowling weekly with a culminating experience being participation in the Special Olympics Bowling Event at Algona. In the spring, the class again bowled in order to give practice to the three students who qualified for the State Special Olympics Bowling Tourney. In addition to learning the rules for bowling, learning proper behavior in the bowling alley and becoming able to participate in a sport with their families, the students took their calculators to the bolwing alley and calculated their score as they bowled. The bowling experience also allowed us to have a little time to have a snack at the bowling alley which reinforced the social aspect of the experience.

The students participated in a six-week skating session at the local skating rink.

Both the boys and girls participated in a weight training experience at the local YMCA. The experience was arranged by the school p.e. instructor with a student from the local area community college assisting with instruction. Students were accompanied to the YMCA by a teacher and an aide.

The students were taught age-appropriate card games during their leisure/recreational time each school day. Students were provided other weekly experiences in which they might browse through and/or read magazines, newspapers, and library books checked out from the public library. Such skills are not only valuable in and of themselves, but are relevant to break time at vocational sites and leisure time in current or future domestic environments.

Community Functioning Domain

During the school year, the students were taught to ride the transit bus from Wilson School to familiar locations in Mason City (restaurants, stores, vocational training sites, etc.). Instruction progressed from riding with an adult to get from the school to, for example, the library, to independent travel on the transit bus to the library. Riding on the bus to a location which would require transferring busses was also introduced but, at this point, still involves supervision by a teacher or aide.

Students were given the opportunity to independently purchase items as the local K-Mart store using shopping lists and monies provided by parents. By the end of the year, students took the city bus to K-Mart, made their purchases, purchased a treat at the grill, and returned to school on the bus.

A unit on ethnic restaurants went well. Students prepared foods similar to what they would eat at the restaurant in the home living center. Then we went to the restaurant and ordered food, etc. (See Figure 24.)

In summary, the Wilson School version of Project A.M.E.S. gave us the opportunity to reinforce skills taught the students in previous years by encouraging our staff to use the community on an ongoing basis. I believe the students were better able to relate their learning when they were given real life situations in which to apply skills previously only taught in school.

Figure 11

Resource Person ____________________ Occupation ________________________ Primary WTG# ________

9:15-10:40

Secondary WTG#'s ____________

Task Statements	Student May Observe	May Do Hands-On	Students May Do With Basic Skills
1. Downstairs:			
a. Sweep floor in teacher's downstairs lounge and toilet area.			
b. Dust furniture and wipe off table in lounge.			
c. Empty wastebasket from bathroom.			
d. Clean sink and stool each day, wipe all fixtures daily with damp cloth.			Walt will do disinfecting.
e. Turn off lights when finished.			
2. Meeting Room (except Tuesday):			
a. Vacuum floor.			
b. Dust furniture			
c. Dust window shelves.			
d. Erase board (if necessary).			
e. Empty wastebasket.			
f. Close all closet doors.			
3. Upstairs Lounge:			
a. Dust window shelves.			
b. Straighten papers.			
c. Stack dirty cups on tray.			
d. Empty wastebasket.			
e. Dust chairs and set around table.			
f. Discard old newspapers.			
g. Dust mop floor.			

CAFETERIA WORKER #1

Hours: 11 - 12:30

	M	T	W	T	F	M	T	W	T	F
Pick up dishes from PERSN.										
Set on counter by sink to be washed later.										
Fill silverware pan with soap and water.										
Put out trash can, garbage container, scraper, milk container.										
Set out milk, trays (yellow and brown), and silverware.										
Wash dishes, rinse, and drain on drainboard.										
Rinse sink, wipe off stove, white counter, cart, counter, and garbage cart. Wipe PERSN bibs.										
Put cloths in the laundry basket.										

Figure 12

CAFETERIA WORKER #2
(Gym Site)

Hours: 11 - 12:30

	M	T	W	T	F	M	T	W	T	F
Take laundry downstairs.										
Dust round tables with dry cloth.										
Set PERSN table--need mats, special dishes, bibs, chairs, milk, and silverware.										
Set wash cloths and hand on the board.										
Set McBride's placements out on Clopton's table--spread them out so students can read their names.										
Fold and put away laundry.										
If time, help wipe dishes.										
(Eat lunch at 11:20ish.										
Scrape trays.										
Wipe dishes and put in cupboard, drawers, etc.										
Collect laundry. Take upstairs to be washed.										
Start washer. Add soap and clothes.										
Each a.m. check to see that laundry has been put in dryer.										

Figure 13

CAFETERIA WORKER #3

Hours: 11:15 - 12:15

	M	T	W	T	F	M	T	W	T	F
Set chairs around tables in the gym.										
Wash and dry tables.										
Clear McBride's table, wash, and wipe mats.										
Clear PERSN table, wash and wipe mats, and take bibs to kitchen to be wiped off.										
Put wet cloths in laundry.										
Wash PERSN table.										

Figure 14

In order for our faculty to determine student progress in vocational areas, we have arranged for on-site vocational experiences in the community. Students placed in these settings will be accompanied by a school staff person. The experience is a part of the student's school assignment. The student's progress will be assessed regularly to provide for optimum growth. Students will be reinforced for doing the job well and consistently prompted to work independently.

Major goals for these assignments:

Develop self-esteem and self-confidence
Complete a job with speed
Complete a job with accuracy
Complete a job with independence
Avoid excess and unnecessary verbalizations
Work productively with others
Report to supervisor for assistance
Work independently for extended lengths of time
Remain on task (ignore potential distractions)
Comply to instructions/directions

- -

VOCATIONAL EXPLORATORY ASSIGNMENT

____________________________ will be working with the school staff at

____ for the purpose

of work exploration.

Figure 15

WORK EVALUATION

STUDENT'S NAME ____________________________ AGE ________ TODAY'S DATE __________

WORK ADJUSTMENT (Total Score _____)

A. Punctuality in reporting to work
(4) ___ always prompt
(3) ___ less than 15 minutes late
(2) ___ several hours late
(1) ___ misses whole days with no excuse

B. Punctuality at breaks
(4) ___ not evaluated at this time
(4) ___ always prompt
(3) ___ less than 5 minutes late
(2) ___ as much as ½ hour late
(1) ___ more than ½ hour late

C. Response to criticism
(4) ___ good, accepts & learns from criticism
(3) ___ feels hurt, overly sensitive
(2) ___ defensive, hostile, angry, rejects criticism

D. Doing a job s/he does not like
(4) ___ works without complaining
(3) ___ complains but continues working
(2) ___ works slowly & takes a lot of breaks
(1) ___ does something else instead
(0) ___ refuses to work

E. Response to change in routine
(4) ___ no decrease in productivity
(3) ___ slight decrease in productivity
(2) ___ substantial decrease in productivity
(1) ___ refuses to work

WORK HABITS (Total Score _____)

A. Concentration when given instructions
(4) ___ always listens carefully
(3) ___ listens but does not follow instructions
(2) ___ has difficulty listening to instructions
(1) ___ does not listen to instructions

B. Concentration at work
(4) ___ attention never wanders
(3) ___ attention occasionally wanders
(2) ___ frequently not concentrating
(1) ___ unable to concentrate

C. Initiative
(4) ___ usually looks for things to do
(3) ___ sometimes looks for things to do
(2) ___ rarely looks for things to do
(1) ___ no initiative

D. Working when there are difficulties
(4) ___ continues working in spite of set back
(3) ___ continues working but shows distress
(2) ___ has trouble continuing work
(1) ___ stops work

E. Organizing work efficiently
(4) ___ maintains organization, always tidy
(3) ___ adequately organized
(2) ___ poorly organized, requires assistance

F. Follows safe operating procedures
(4) ___ not evaluated at this time
(4) ___ nearly always
(3) ___ frequently

PERFORMANCE (Total Score _____)

A. With experience, the quality of work
(4) ___ shows rapid improvement
(3) ___ shows moderate improvement
(2) ___ shows slow but gradual improvement
(1) ___ shows little improvement

B. With experience, the quantity of work
(4) ___ shows rapid improvement
(3) ___ shows moderate improvement
(2) ___ shows slow but gradual improvement
(1) ___ shows little improvement

C. Remember instructions from day to day
(4) ___ instructions do not have to be repeate
(3) ___ instructions have to be repeated occasionally
(2) ___ instructions have to be repeated once day
(1) ___ instructions have to be repeated more more than once a day.

D. Asking questions
(4) ___ asks appropriate questions
(3) ___ asks few or no questions
(2) ___ repeats the same question

Figure 16

E. Judgement and decision-making
(4) ___ judgement good, decisions appropriate
(3) ___ adequate, could improve
(2) ___ makes decisions, but judgement poor
(1) ___ can not make his own decisions

F. Quantity of work
(4) ___ does more than assigned
(3) ___ does amount assigned
(2) ___ does less than assigned
(1) ___ does unsatisfactory amount

G. Quality of work
(4) ___ high quality
(3) ___ makes occasional errors
(2) ___ makes many errors
(1) ___ quality not acceptable

H. Need for supervision
(4) ___ needs little or no supervision
(3) ___ needs supportive supervision
(2) ___ needs firm supervision
(1) ___ resists supervision

RELATIONS WITH OTHERS (Total Score _____)

A. Cooperation with supervisor
(4) ___ easy to work with
(3) ___ sometimes difficult to work with
(2) ___ frequently uncooperative
(1) ___ usually uncooperative

B. Relation to other workers
(4) ___ is a leader of others
(4) ___ easily becomes part of the group
(3) ___ has a few friends
(1) ___ is a bully and is unacceptable
(1) ___ avoids workers

APPEARANCE (Total Score ____)

A. Personal Hygiene
(4) ___ good
(3) ___ adequate
(2) ___ frequently dirty or smells
(0) ___ a severe problem

SELF-HELP SKILLS (Total Score _____)

A. Mobility
(4) ___ not evaluated at this time
(4) ___ independent using public transportation
(3) ___ dependent using public transportation
(2) ___ requires assistance on the job moving from one area to another

BEHAVIOR: Circle the words which best apply to the worker.

well controlled
always pleases
withdrawn
aggressive
negative
hyperactive
hostile
anxious
fearful
passive

immature
impulsive
impatient
happy
moody
sulky
bored
pleasant
argumentative
craves attention

* * *

SUB-SCORES
WORK ADJUSTMENT _____ (17-20 acceptable)
WORK HABITS _____ (20-24 acceptable)
PERFORMANCE _____ (26-32 acceptable)
RELATIONS WITH OTHERS _____ (8-12 acceptable)
APPEARANCE _____ (3-4 acceptable)
SELF-HELP SKILLS _____ (3-4 acceptable)
TOTAL _____ (77-96 acceptable)

PRODUCTION AVERAGES
Quantity is _____% of competitive norm
Quality is _____% of competitive norm
Attending is _____% (Goal is 80%)

Please use an additional sheet for:
1. Areas needing improvement
2. Judgement regarding employment

Figure 16 (cont'd.)

TASK ANALYSIS AT MARSHALL SWIFT

for Monday, Tuesday, Wednesday

Placement in Soil-Make-up Room

Student will be able to complete the following tasks daily:

_____ Recognize the laundry carts according to packing house accounts

_____ Sort the garments into bins according to color

_____ Turn the garments inside-out if necessary

_____ Remvoe marking pens and other debris from garments

_____ Select the garments with yellow tags

_____ Remove the tag and mark correct number on reverse side after noting correct number on garment

_____ Mark tag on front side according to necessary repair needed on garment

_____ Place yellow tag in appropriate box near scale

Goal: Student will complete above tasks with 100% accuracy.

____
Student signature

____
Teacher signature

____
Vocational Aide signature

____
Coordinator signature

Figure 17

TASK ANALYSIS AT MARSHALL SWIFT

for Thursday

Placement in Clothes Hanging section on second floor.

Student will be able to complete the following tasks:

_____ Select garment for hanging and sort garments as necessary.

_____ Examine garment for tears, missing buttons, or other defects.

_____ Mark garment as necessary for repair.

_____ Hang garment as necessary on hanger without wrinkles or folds.

_____ Place hanger on rack.

_____ Button or snap garment as necessary.

Goal: Student will complete above tasks with 100% accuracy.

____
Student signature

____
Teacher signature

____
Vocational Aide signature

____
Coordinator signature

Figure 18

SORTING CLOTHES

_____ Works without looking around.

_____ Works without prompting.

_____ Follows verbal instructions from supervisor.

_____ Works quietly.

_____ Works quickly.

_____ Asks questions if unsure of procedure.

_____ Understands supervisor has final authority.

_____ Does not "take over" job.

_____ Does not boss others.

Figure 19

Behavior Checklist

1. Get dirty laundry out of room.
2. Strip bed.
3. Take towels, bedding, and washcloths up to laundry baskets.
4. Sort dirty laundry into appropriate baskets.
5. Check under bed for articles left behind.
6. Make beds.
7. Get two sheets from cart.
8. Make bed, tucking corners under hospital style.
9. Put on blanket, tuck sides and bottom in.
10. Put pillow cases on pillow, put on bed, flap out.
11. Put bedspread on bed, put spread under pillows.
12. Dust furniture, bed top, lamps, chairs, t.v.
13. Empty wastebaskets, replace sack if necessary.
14. Vacuum floor.
15. Replace used "set up" articles.
16. Clean sink and counter.
17. Clean mirror.
18. Clean stool.
19. Clean tub.
20. Wipe up floor.
21. Empty trash.
22. Replace towels, washcloths, etc.
23. Fold toilet paper in.
24. Spray with one room deodorizer.
25. Make out checkout sheet.
26. Report and secure lost articles.

Figure 20

Sheraton Motorlodge

PLACEMENT AT GOODWILL STORE ON SOUTH FEDERAL (GEORGIA NORTON, MGR.)

Jean will report at 10:00 a.m. daily (Monday-Thursday) with Ms. Erickson and discuss with Ms. Norton her daily assignment.

The following tasks will be assigned as necessary:

Sort usable clothing according to store color code.

Place clothing on store racks, shelves, and other specified areas according to the designated color code.

Fold usable clothing and place on rack or cart and place price on sheet.

Complete inventory of existing store merchandise by compiling necessary reports.

Performs dusting and vacuuming as necessary.

Folds paper sacks.

Matches shoes and places on racks.

Dress code: No t-shirts or jeans.
Slacks and blouse must be worn according to store code.

Figure 21

Attending Record

Name ______________________ ________

ATTENDING TO TASK

Date	Type of Work	Time	check every 30 seconds Intervals: + (is attending) - (not attending)																				Total Time	Event Total	Per-cent

Figure 22

1. ______________________________ will be given instruction in time slips and methods of filling out. He/she will be able to use a time slip with 100 percent accuracy.

2. ______________________________ will ask supervisor for assistance with problems.

3. ______________________________ will stay at work for required period of time without prompting.

4. ______________________________ will work without constant supervision 75 percent of the time.

5. ______________________________ will work without constant supervision 50 percent of the time.

6. ______________________________ will work without constant supervision 25 percent of the time.

7. ______________________________ will respond appropriately to the boss.

8. ______________________________ will respond appropriately to co-workers.

9. ______________________________ will respond appropriately to criticism from supervisor.

10. ______________________________ will request more work when appropriate.

Goals worked on in school vocational skills program:

1. ______________________________ will be able to attend to specific tasks without talking.

2. ______________________________ will be able to attend to specific tasks without dreaming.

3. ______________________________ will work on increasing/decreasing speed when working on specific tasks.

Figure 23

NIVC Objectives

Class ____________________ Rater ____________________

Domain Community Mobility ____________________ Date ____________________

Environment Restaurant ____________________ Student ____________________

Directions: Rate each of the environmental behaviors listed below. (1) Behaviors which are performed adequately and independently are marked with a plus (+). (2) Behaviors which are performed adequately but were prompted are marked with a plus and a p (+p). (3) Behaviors which were not performed adequately are marked with a minus (-). (4) Behaviors not observed are marked with a zero (0).

1. Enters restaurant appropriately. ________
2. Removes and hangs up coat. ________
3. Waits for hostess to seat party. ________
4. Seats self quietly if there is no hostess. ________
5. Looks at choices of food offered on menu. ________
6. Decides on food and drink. ________
7. Maintains eye contact when speaking to waitress. ________
8. Provides waitress/waiter with order. ________
9. Interacts politely with table mates. ________
10. Waits patiently for food ordered. ________
11. Places napkin on lap prior to eating. ________
12. Uses eating utensils appropriately. ________
13. Handles food hygienically. ________
14. Refrians from etaing food dropped on the floor. ________
15. Refrains from interfering with other diners. ________
16. Refrains from obtrusive vocalizations. ________
17. Refrains from obtrusive motor behavior. ________
18. Uses napkin to wipe face after eating. ________
19. Requests check from waitress. ________
20. Checks bill for mistakes. ________
21. Puts coat on unobtrusively when leaving. ________
22. Gets money ready to pay check. ________
23. Waits for turn to pay check. ________
24. Waits for change. ________
25. Uses please and thank you appropriately. ________
26. If needed, finds appropriate restroom. ________
27. Washes hands after using the restroom. ________
28. Refrains from lingering in restroom too long. ________
29. Exits from restaurant quietly. ________
30. Can report menu choice and price on request. ________

Figure 24

Environmental Rating Form

Chapter 8

An Environmental Analysis For Grocery Shopping in a Local Community

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Chapter 8

AN ENVIRONMENTAL ANALYSIS FOR GROCERY SHOPPING IN A LOCAL COMMUNITY

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Common to the best practices for educating the severely handicapped are the related elements of systematic instruction and curriculum development. Systematic instruction refers to the planful sequence of intervention strategies that are followed to effectively produce change in targeted behaviors. Curriculum development refers to the longitudinal sequence of activities that are developed to enable severely handicapped students to particiapte as fully as possible in community/ home settings.

A common thread that unites systematic instruction to curriculum is generalization. Broadly defined "a behavioral change may be said to have generality if it proves durable over time, if it appears in a wide variety of possible environments, or if it spreads to a wide variety of related behaviors" (Baer, Wolf, and Risley, 1968, p. 96).

Generalization must be planned for in a systematic manner before students can optimally function in a variety of settings under a range of different conditions. Therefore, teachers must plan for multiple occurrences of an activity rather than be contented with isolated performances of an acquired behavior. With this goal in mind, Horner, Sprague, and Wilcox (1982) stress the importance of general skill training as opposed to situation-specific training, i.e., what limited set of behaviors can be taught to students that will allow them to acquire competencies for a larger number of activities.

An initial strategy for general skill programming is to survey the students' current environments to delineate similar and dissimilar features of common activities. The range of features are delineated for occurrences of an activity in multiple settings. After the range of activitiy features has been identified, teachers can train examples of the activity and determine its effect on the student's ability to perform representative examples of that activity. The teacher's initial task is to survey the range of distinguishing features of our targeted activity. This paper contains a sample environmental analysis for a grocery shopping activity that was developed by a subcommittee on General Community Functioning at the Harry S. Truman School in Davenport, Iowa.

Consistent with the curriculum development process of Project A.M.E.S., the staff members of the Harry S. Truman School developed a sample community reference strategy for the educational programming of severely handicapped students. An environmental analysis form was developed by the General Community Functioning Committee to be used to investigate the range of different features of selected activities for shopping in a grocery store. The specific activities identified in grocery stores included: entering and exiting the store, traveling within the store (flow of traffic), checking out items including method of payment, using shopping carts, locating items including method of pricing, bringing parcels to the car, redeeming bottles and cans, and obtaining produce.

Eight grocery stores were identified that were in close proximity to the majority of students in the class. These stores included Aldi's at Main and Locust, Country Market at Duck Creek, Eagle's at East Locust, Eagle's at West Kimberly and Harrison, Geifman's at Kimberly and Eastern, Geifman's at Washington and Locust, Randall's at Brady and Locust, and Randall's at Fourth and Taylor.

Figure 1 contains the distinguishing features for each activity that were observed in a grocery store. The frequency of occurrence of each feature is placed in the blank preceding the activity's distinguishing features. Evident from this environmental analysis are several considerations for a choice of curriculum activities to teach successful functioning within local community grocery stores.

A brief summary follows of the general student needs for successfully shopping in the majority of local grocery stores:

1. recognizing "in" and "out" for properly entering and exiting the store.
2. following the flow of traffic and being able to move with the flow.
3. separating own groceries from other customer's groceries at the checkout stand using plastic strips.
4. steering and handling of traditional deep-basket grocery carts.
5. purchasing by cash, check, food stamps, and redeeming coupons if necessary.
6. recognizing food labels located above the aisles.
7. locating item prices when they are marked with paper stamps.
8. returning bottles and cans via multiple procedures.
9. placing produce items in bags and having them weighed at the checkout counter.
10. carrying out own groceries.

From the results of this environmental survey, curriculum activities can be developed to more specifically target IEP objectives that will assist each student to optimally function within local community grocery stores. A community activity was identified (grocery shopping), environments within the community were identified (eight local grocery stores), activities were delineated within grocery stores, distinguishing features were listed that differentiated the performance of activities across grocery stores, and a count was taken of the frequency of occurrence of each distinguishing feature. This analysis provides a validation for the inclusion of activities within the curriculum sequence and enables severely handicapped students to more fully participate in community activities.

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COMMUNITY FUNCTIONING COMMITTEE

ENVIRONMENTAL ANALYSIS FOR AREA GROCERY STORES

ENTRANCE/EXIT

4 horizontal bar handle
____ vertical bar handle
6 automatic open
8 marked "IN"
8 marked "OUT"
____ marked "ENTRANCE"
____ marked "EXIT"
____ location of entrance/exit

AISLES: FLOW OF TRAFFIC

6 observable pattern
2 no observable pattern

CHECK-OUT

5 belt system where customer unloads cart
7 plastic strips to separate orders
6 express lane criteria: ____________________
____ machines for under $1.00 change return
2 trading stamps
2 clerk unloads while ringing up items
____ other:

Figure 1

SHOPPING CARTS

6 traditional deep basket
2 high basket with storage shelf below
4 hand-held basket
____ other:

METHOD OF PAYMENT

8 cash
7 check
____ charge
8 food stamps
7 coupons
____ other:

LOCATION OF ITEM (Store's Method of Display)

____ word list at end of aisle
8 food category displayed above aisle
____ pictures
8 features displays on end of aisles
____ others:

METHOD OF PRICING

5 ink stamp
6 paper stamp
____ no price visible on item - computer scanned
____ no price visible on item - check out clerk's responsibility
____ price lists
6 price below item on shelf

Figure 1 (cont'd.)

METHOD OF PRICING (continued)

4 price above item on rack
___ no price listed
___ other:

OTHER

BOTTLE RETURN

2 bring to register, checkout person checks cans and bottles and gives refund

1 put cans in large garbage bag at front of store and inform clerk as to number of cans and/or bottles and clerk will credit

1 place cans in cut-off cardboard box (upright) and take them to cash register, nothing in paper bags, clean undamaged cans only.

2 limit of one bag of cans until $5.00 limit is reached

1 limit of 2 cases of bottles free of dirt, bugs, and cigarettes

1 separate return station for returning bottles and cans

PRODUCE ITEMS

3 put items in bags, scales are at produce area. Items can be weighed in the produce area but usually weighed at checkout by pounds or maybe separate prices

1 produce is priced already

TRANSPORTING GROCERIES TO CAR

5 carry them out by yourself; bag boys are available for carry-out if necessary

2 must push own cart outside and load groceries

1 get number from cart and drive-up and stock-boy will load

Figure 1 (cont'd.)

Chapter 9

The Development of Task Analyses For Vocational Tasks With Severely Handicapped Students

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Chapter 9

THE DEVELOPMENT OF TASK ANALYSES FOR VOCATIONAL TASKS WITH SEVERELY HANDICAPPED STUDENTS

by Ernest L. Pancsofar, Assistant Professor
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One prominent characteristic of severely handicapped persons is that they do not readily learn complex behaviors. Such complex behaviors are included in the performance of many tasks in the vocational area. As a result, vocational training efforts for severely handicapped persons need to focus on reducing the complexity of the work tasks. Task analysis is one method of accomplishing this goal.

Task analysis refers to the process of breaking down an instructional objective into its component subtasks and then sequencing those subtasks in a logical order (Moyer and Dardig, 1978). In this chapter, task analysis will be explored as an instructional strategy for increasing the probability that severely handicapped persons will be able to perform complex work tasks.

The sample task analysis discussed in this chapter originates from an instructional objective that states:

> While seated at a table in a classroom, Bill folds 20 napkins within 5 minutes according to the standards of the Holiday Inn as listed in the task analysis.

The 15-step task analysis for folding napkins according to the specifications of the Holiday Inn is included in Figure 1.

The napkin folding task analysis was developed by following the six steps for constructing a task analysis delineated by Bellamy, Horner, and Inman (1979). These six steps include:

1. The person who will be doing the training should construct the task analysis.
2. The trainer should perform the task several times exactly the way the worker will be expected to perform it.
3. Break the task down into its functional response units. List these in the order they will be performed.
4. For each step in the chain, identify, and list the stimulus that should function as the discriminative stimulus (task relevant cue) for the step.
5. Review the steps of the task analysis to ensure that similar discriminative stimuli do not cue different responses.

6. Use the sequence in the task analysis to construct a training data sheet.

The above steps for contructing a task analysis are now related to the napkin folding task delineated in Figure 1.

Trainer Should Construct Task Analysis

Before developing the task analysis for folding napkins, the trainer visited the Holiday Inn in the community where his school was located. At the Holiday Inn, he observed the busboys and waitresses folding napkins (18" by 18") for placement at the dinner table. The trainer wrote down the steps of folding napkins based on his observation of how currently employed restaurant workers performed the task. This approach differs from a more common method of selecting task analyses from currently published curricula that may bear little resemblance to the specifications unique to job opportunities in local communities. Thus, the trainer might have been able to find a published task analysis for folding napkins, but it would have been of little value in preparing his student to obtain a skill necessary to work as a busboy at a local restaurant (i.e., Holiday Inn). The trainer should construct the task analysis by watching competent members of the community perform the targeted activity.

The Trainer Should Perform the Task Several Times as the Student is Expected to Perform the Task

The trainer must know how to perform the task extremely well and exactly how the student will be expected to perform the activity. By becoming very familiar with the activity, the trainer can determine which steps are most likely to cause problems for the student, the proper placement of materials to facilitate the most effitient performance of the task. the rate at which the student would be expected to fold the napkins, and what the task looked like after the completion of each step.

After observing the busboys and waitresses folding napkins, the trainer requested 20 napkins from the Holiday Inn for use in his classroom. He returned to the classroom and practiced folding napkins using his notes on how the restaurant staff were observed to fold the napkins. The trainer noted which steps he anticipated a student would have difficulty. The most difficult step seemed to be laying the napkin in a diamond shape position on the table. The pile of napkins could be placed on the student's right side, the folding activity performed directly in front, and the folded napkins stacked on the left side of the table. The rate of folding napkins by the restaurant employees was four napkins per minute, and the trainer could easily complete the task within this time frame. Additionally, the trainer paid particular attention to the position of the napkin after the completion of each step in the task.

Functional Response Units Placed in a Logical Order

After completing the task several times, the trainer wrote the steps of the task analysis using the following guidelines:

1. Break objectives into very small steps
2. Involve only observable behavior
3. Include only steps that an individual needs to master the objective
4. Use a verb and object format

The task was divided into 15 steps that were small enough to enable a student to acquire simple behaviors that lead to the acquisition of the total task. Each step contained an observable behavior that could be measured and easily determined if the step was performed correctly. For example, in Step 3, the words "pick up" were used instead of vague words like "locate" or "find". A person can locate the proper corner with his/her eyes, but the step required that the corner of the napkin be picked up. Only the necessary steps were included in the task analysis. Untangling all the napkins while the first napkin is being picked up is not a necessary step and is, therefore, excluded from the task analysis. Finally, each step contains only one verb and object to simplify the expected response by the student. Each step is listed in the exact order that is necessary to successfully complete the napkin folding activity.

Each Step has an Accompanying Discriminative Stimulus (Task Relevant Cue) Associated With it

One of the important jobs of the trainer is to isolate those task relevant cues (discriminative stimuli or S^D's) associated with each step of the task analysis. The purpose of this procedure is to describe the elements of the task that the student should be responding to or that cue him that the following response should occur. Figure 2 contains the steps of the napkin folding task analysis and the accompanying task relevant cues. For example, when the worker sees a stack of unfolded napkins placed on the right side of the table, he/she should pick up one napkin without any external cues from the trainer. While initially this may not occur, the final goal would be for the worker to perform the step without trainer assistance and rely on the task relevant cues. Once the napkin is in his/her hand, this should cue the worker that he/she should place the napkin on the table in a diamond configuration. Thus, each response produces the task relevant cue for the following response.

Similar Task Relevant Cues Should Not Cue Different Responses

While the student is completing the task, there should be a distinct task relevant cue for each separate response. When there is one unfolded napkin in the worker's hand, only one response should follow, namely, placing the napkin in a diamond position on the table. Each time the napkin is seen by the worker in a diamond position, only one response should occur, picking up the top corner of the napkin.

Use the Sequence in the Task Analysis to Construct a Training Sheet

The task analysis data sheet used for the folding napkin activity is included in Figure 3. The steps of the task analysis are listed on the left side of the data sheet and the assessment and training information are recorded in the boxes associated with each step of the task analysis. Notice that the steps of the task analysis are abbreviated on the data sheet. The steps on the data sheet more closely resemble the verbal cue that would be used during the training phase of task acquisition.

Conclusion

Instructional efficiency for vocational training with severely handicapped students can be enhanced by developing task analyses as outlined in this chapter. By dividing complex behaviors into manageable components, teachers can provide assistance on each step and enable a student to acquire independence on the entire task.

An example of a task analysis that was developed for folding napkins according to the specifications of a local restaurant was included. When developing vocational skills with severely handicapped students, it is helpful for teachers to formulate their task analyses as outlined in this chapter.

References

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Moyer, J. R., and Dardig, J. C. Practical task analysis for special educators. *Teaching Exceptional Children*, 1978, *11*(1), 16-18.

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1. Pick up one napkin from the stack on the right side of table.
2. Lay napkin in diamond shape position (directly in front of student).
3. Pick up top corner of napkin.
4. Pull corner across to opposite corner.
5. Pick up right corner of triangle.
6. Pull corner to bottom mid-section of napkin.
7. Pick up left corner of triangle.
8. Pull corner to bottom mid section of napkin.
9. Grasp lower corner of napkin.
10. Turn over napkin.
11. Pick up top corner of napkin.
12. Pull corner across to opposite corner.
13. Grasp either left corner or right corner of napkin.
14. Pull corner across to opposite corner.
15. Place folded napkin in stack on left side of table.

Figure 1

Task Analysis for Folding Napkins

	Task Relevant Cue (S^D)		Response Unit
1.	Stack of unfolded napkins is on left side of table.	1.	Pick up one napkin from the stack on the right side of table.
2.	Napkin is in worker's hand.	2.	Lay napkin in diamond shape position (directly in front of student).
3.	Napkin is in diamond shape pattern in front of student.	3.	Pick up top corner of napkin.
4.	Top corner of napkin is in worker's hand.	4.	Pull corner across to opposite corner.
5.	Top corner is touching opposite corner.	5.	Pick up right corner of triangle.
6.	Right corner of napkin is in worker's hand.	6.	Pull corner to bottom mid-section of napkin.
7.	Right corner is touching bottom mid-section of napkin.	7.	Pick up left corner of triangle.
8.	Left corner of napkin is in worker's hand.	8.	Pull corner to bottom mid-section of napkin.
9.	Left corner is touching bottom mid-section of napkin.	9.	Grasp lower corner of napkin.
10.	Lower corner of napkin is in worker's hand.	10.	Turn over napkin.

Figure 2

Response Units and Accompanying Task Relevant
Cues for Folding Napkins

	Task Relevant Cue (S^D)		Response Unit
11.	Napkin is on opposite side.	11.	Pick up top corner of napkin.
12.	Top corner of napkin is in worker's hand.	12.	Pull corner across to opposite corner.
13.	Top corner is touching opposite corner.	13.	Grasp either left corner or right corner of napkin.
14.	Left or right corner of napkin is in worker's hand.	14.	Pull corner across to opposite corner.
15.	Left or right corner is touching opposite corner.	15.	Place folded napkin in stack on left side of table.

Figure 2 (cont'd.)

Response Units and Accompanying Task Relevant Cues for Folding Napkins

Teacher: ____________________

Student: ____________________

Date(s): ________ Program ________

____

Figure 3

	DATE OR SESSION																								
1. Pick up one unfolded napkin																									
2. Lay napkin on table																									
3. Pick up top corner																									
4. Fold napkin in half																									
5. Pick up right corner																									
6. Pull corner to bottom of napkin																									
7. Pick up left corner																									
8. Pull corner to bottom of napkin																									
9. Grasp bottom corner of napkin																									
10. Turn over napkin																									
11. Pick up top corner																									
12. Fold napkin in half																									
13. Pick up left or right corner																									
14. Fold napkin in half																									
15. Place folded napkin on stack																									

Chapter 10

A Strategy For Teaching Severely Handicapped Students to Transfer Skills to Untrained Settings: An Environmental and Task Analyses Approach

BY:

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Chapter 10

A STRATEGY FOR TEACHING SEVERELY HANDICAPPED STUDENTS TO TRANSFER SKILLS TO UNTRAINED SETTINGS: AN ENVIRONMENTAL AND TASK ANALYSES APPROACH

by Ernest L. Pancsofar

A common procedure many teachers use to train severely handicapped students to acquire functional skills is to locate a task analysis from a published curriculum, evaluate students using materials and equipment in the classroom or school building, and teach the activity with the systematic use of cue/correction procedures in combination with a reinforcement schedule. Although many students subsequently learn many behaviors in this manner, it cannot be assumed that the general skill of that behavior has been acquired. In fact, a primary characteristic of severely handicapped students is their lack of transfer from a setting where a behavior has been acquired to untrained settings where that behavior has not yet been taught. A commonly observed practice when a targeted behavior does not transfer to a new setting is to retrain the behavior in each new setting until the student can perform the behavior in more and more environments. This strategy is referred to as sequential modification. An alternative strategy that more actively seeks to facilitate the transfer of behaviors from training to natural settings is developed in this paper. Briefly, this alternative strategy requires that the training setting include as many common features as are found in the range of natural settings where the behaviors would normally occur. This strategy is referred to as "programming common stimuli" (Stokes and Baer, 1977).

Figure 1 contains a seven-step sequence to assist teachers in determining what training setting provides the most suitable environment to train a behavior and at the same time, increase the probability of that behavior occurring in other untrained settings. This step-by-step strategy will be illustrated using a handwashing activity.

Interview Client/Student, Peers, and Adults to Determine the Frequency of Contact With Activity in All Life Functioning Areas

The purpose of this first step is to determine the amount of contact handicapped students have with community environments. Specifically, what is the frequency of participating in activities in Domestic, Vocational, Recreation/Leisure, and general Community activities. Domestic settings could include the student's home, a friend or relative's home, a simulated apartment at school, or the community group home(s). Settings within the Vocational domain might include the parents' employment settings, work experience job sites, the local sheltered workshop, or competitive job sites where peers are presently employed. A sample of Recreation/ Leisure environments might include the community parks facilities, YMCA, bowling alleys, movie theaters, spectator sporting events, and the public library. Finally, general Community functioning events include events such as shopping in supermarkets and department stores, traveling in, out, and around town, and dining in restaurants.

One vehicle for assisting an interview process would be to develop a list that includes several examples of representative settings within Domestic, Vocational, Recreation/Leisure, and Community functioning areas. Figure 2 contains a sample outline for locating settings in a local community to assist an interview process.

Locate Specific Environments Where Activities From Step 1 Occur

The location of the targeted activity within each of the environments listed in Step 1 is now determined. Using a handwashing example, the bathrooms within a large mall may be found in several locations. Directions to these bathrooms should be specified for persons who are unfamiliar with these areas and who may be involved in training activities with the students.

Analyze Characteristics of Activities

As a requirement for this step, it is necessary for the trainer to observe the student's nonhandicapped peers perform the targeted activity in the settings of Step 1. While observing these peers in natural settings, the trainer should note distinct sub-behaviors of the activity. Each sub-behavior also has features that differentiate the way it is uniquely performed in each environment. These distinguishing features should be delineated. Again, using a handwashing activity as an example, Figure 3 contains the information described in this section.

For example, a handwashing activity can be divided into four sub-behaviors, namely, turning on the cold water, putting soap on the hands, washing hands, and drying hands. Three of these sub-behaviors are performed differently depending on the physical features of each bathroom. Only the sub-behavior of actually washing the hands is constant across each setting. Thus, in Figure 3, each dissimilar sub-behavior is divided further into features of the bathroom that are most apt to distinguish that bathroom setting from another bathroom setting.

Beneath the sub-behavior of turning on the cold water, there are six distinguishing features including: a) the type of faucet handle, b) the location of the cold water faucet, c) the method of grasping the handle, d) the movement required to turn on the cold water, e) the distance the faucet is moved, and f) the movement required to turn off the cold water. There are five task features associated with putting soap on the hands. Specifically, these include: a) the type of soap, b) the location of soap, c) the type of soap dispenser, d) the movement required of H-1 (dominant hand), and e) the movement required of H-2 (nondominant hand). The third sub-behavior of handwashing, drying hands, includes six features including: a) the type of drying material, b) the location of drying material, c) the method of obtaining the drying material, d) the movement required of H-1 only, e) the movement required of both H-1 and H-2, and f) the type of garbage container.

Develop Data Sheets to Include a Range of Distinguishing Features of Activity Sub-behaviors

Figure 4 contains a sample data sheet for recording the frequency of a distinguishing feature across activity environments. The letters A-X above each column represent the individual environments where an activity occurs. There is room on the left side of the data sheet to include the sub-behavior, the distinguishing features, and the range of each distinguishing feature. For example, in Figure 5, the sub-behavior of "putting soap on hands" is written at the top of the left section of the page. Beneath this sub-behavior are two of the distinguishing features of putting soap on the hands, namely, "type of soap" and "location of soap dispenser". Beneath each distinguishing feature is the range of that feature.

The range of features for "type of soap" includes liquid, powdered, or bar varieties. Also, there could be instances when there would be no soap present in a bathroom facility. In Figure 5, each letter at the top of the columns represents the bathrooms delineated in Step 2.

Use Data Sheets in Environments Delineated in Step 2

After constructing the data sheets in Step 4, the trainer now returns to all environments in Step 2. In these environments, the sub-behaviors are evaluated by recording the occurrence of a distinguishing feature of that activity. For example, Figure 6 contains a completed data sheet for 15 bathrooms that were located in the environments delineated in Step 1. Included in Figure 6 are the sub-behavior of putting soap on the hands and the two distinguishing features of the type of soap and the location of the soap. As noted on the data sheet, 14 of 15 bathrooms had bar soap; while 1 bathroom had no soap and a second bathroom had "wet ones" as well as bar soap. The soap was located in several positions including: a) the right side of the sink (6 bathrooms), b) the left side of the sink (5 bathrooms), and c) at the back of the sink (4 bathrooms).

Develop Task Analyses for the Most Frequently Checked Environments in Step 1

Task analysis refers to the process of dividing a complex behavior into small sub-components and sequencing these sub-components in a logical order. The data from the environmental analysis of the handwashing activity provide the information for the development of task analyses for selected bathroom environments. Figure 7 contains a sample task analysis for a bathroom that contains the distinguishing features of two faucet levers, a bar of soap, and paper towels.

A unique aspect of writing task analyses in the manner listed in Figure 8 is the appearance of two columns: one titled "task relevant cue" and other titled "response" (Bellamy, Horner, and Inman, 1979). The response column contains the sequence of behaviors the student performs in order to meet the criterion of successfully washing his/her hands. The steps in the first column present the environmental cues that should set the occasion for the corresponding behavior in the response section. For example, when a student sees a sink with two faucet handles (task relevant cue #1), he/she should grasp the right faucet using a dagger-type grip. The sequence of pairing the expected response with a corresponding task relevant cue is very important, especially for conducting baseline assessments and providing cues/correction strategies during training.

Develop Training Strategies

The training strategies recommended in this section are intended to facilitate the generalization of the handwashing behavior to untrained settings. The key element is the choice of the bathroom(s) where concentrated training will occur. Specifically, that bathroom which contains the most common features of all the bathrooms should be the environment of the first choice as a training setting. This can be accomplished in at least two ways. First, a bathroom analysis, using the data sheets developed in Step 4, can be conducted for all bathrooms and sinks in the student's school. The one bathroom which most closely approximates the community bathrooms could be chosen as the primary training site. The deciding factor for determining similarities among bathrooms would be the frequency of task relevant cues that set the occasion for the same behavior. Therefore, the school bathroom that has the most frequent task relevant cues associated with it, as are in the majority of community bathrooms, would be chosen as the primary training environment. This procedure allows for: a) repetition of training throughout the day when the need to wash hands arises, b) teachers training students of the opposite sex in chosen bathroom settings, and c) physically altering bathrooms, such as providing color cues, introducing portable soap dispensers, changing garbage containers, etc., to provide common features that are seen in the most frequented community bathrooms. Second, concentrated training could be conducted in the community bathroom(s) that most closely approximates the features of the most frequented bathrooms. The teacher could arrange with the manager of the community facility to use that bathroom for training that most closely approximated the features of bathrooms the student would come in contact with. Accordingly, the training bathroom will differ from student to student depending on the information recorded in Step 1.

While training the handwashing behavior in the school and/or community bathroom(s), adherence to the task analyses written in Step 6 is of prime importance. The final objecitve is to have the student respond to the task relevant cue and not to depend on teacher assistance. The trainer's job is to provide the least amount of cues/corrections that still allow the student to complete the response and fade from the external cues/corrections procedures as quickly as possible. A least prompting system is generally advocated as a first strategy toward allowing the student access to information about the required response from a least to most assistance sequence. Figure 8 contains a detailed chart of a sample least prompting arrangement (Bates and Pancsofar, 1981).

Conclusion

The seven-step outline delineated in Figure 1 does take considerable time to implement. However, if an underlying philosophy for the education of severely handicapped students is an integration into more normalizing experiences, then the effort at enhancing the transfer of skills from classroom to life functioning areas is of extreme importance. By adhering to this outline, a trainer will be developing experiences with a high probability the acquired skill will generalize to other similar settings. In the past, special educators have been content to document in-school progress as an adequate measure of student achievement. Currently, however, the requirements will begin to be more stringently applied to how well the student performs in out-of-school environments. This generalization strategy will provide trainers with a tool to meet the new demands of educational accountability.

References

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Stokes, T. F., and Baer, D. M. An implicit technology of generalization. Journal of Applied Behavior Analysis, 1977, 10, 349-367.

Seven Step Strategy For Enhancing Transfer
of Training of ________ Activity

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1. Interview client/student, peers, and adults to determine the frequency of contact with activity in all life functioning areas.
2. Locate specific environments where activities from Step 1 occur.
3. Analyze characteristics of activities.
4. Develop data sheets to include a range of distinguishing features of activity sub-behaviors.
5. Use data sheets in environments of Step 2.
6. Develop task analyses for the most frequently checked environments in Step 1.
7. Develop training strategies.

Figure 1

Survey of Community Environments Frequented by (name of student)

This survey is a means to find out the frequency of contact (student's name) has with different community settings in the (community's name) area. Please fill in the blanks beside the headings where (student's name) goes at least one time a month. After completing the entire form, please place a check mark (✓) in front of those settings where (student's name) has at least weekly contact.

DOMESTIC AREAS:

Home: ______________________

Relative's Home: ______________________

____

____

____

Friend's Home: ______________________

____

____

____

Residential Facility: ______________________

____

____

Simulated School Apartment: ______________________

Other Domestic Settings: ______________________

____

____

____

Figure 2

VOCATIONAL AREAS:

Parents' Work Setting: ____________________

____

Work Experience Settings: ____________________

____

____

____

Sheltered Workshops: ____________________

____

____

Competitive Job Sites: ____________________

____

____

Other Vocational Sites: ____________________

____

____

____

____

____

Figure 2 (cont'd.)

RECREATION/LEISURE AREAS

Community Parks: ______________________
____
____
____

Swimming Facilities: ______________________
____
____

Bowling Alleys: ______________________
____
____

Movie Theaters: ______________________
____
____
____

Spectator Sporting Events: ______________________
____
____
____
____

Other Recreation Facilities: ______________________
____
____
____
____
____

Figure 2 (cont'd.)

GENERAL COMMUNITY FUNCTIONING AREAS

Fast Food Restaurants: ______________________________
____
____
____
____
____

Family Dining Restaurants: ______________________________
____
____
____

Supermarkets: ______________________________
____
____
____

Department Stores: ______________________________
____
____
____

Usual Mode of Transportation: ______________________________
____
____

Other Community Environments
Not Included
In Other Categories: ______________________________
____
____
____
____
____
____

Figure 2 (cont'd.)

WASHING HANDS

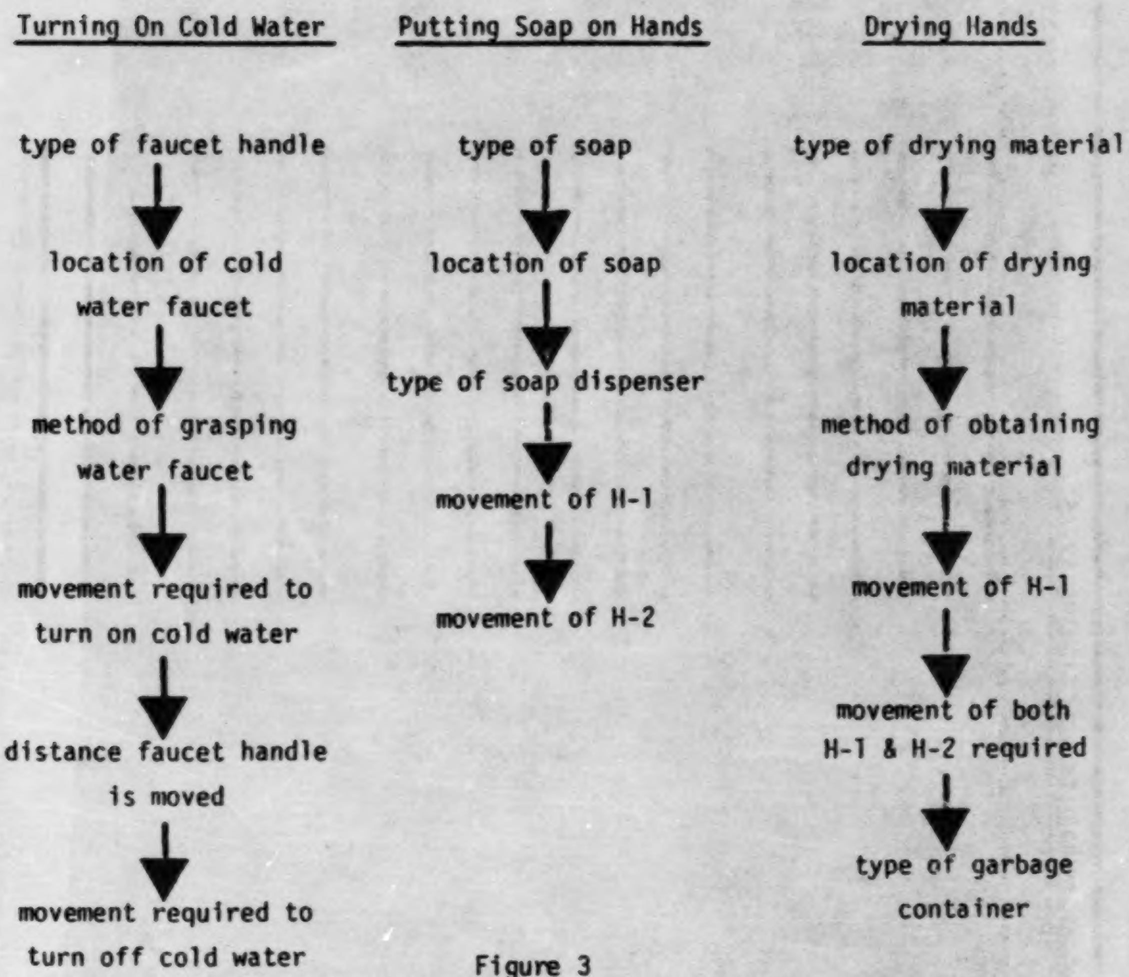
Turning On Cold Water
type of faucet handle
location of cold water faucet
method of grasping water faucet
movement required to turn on cold water
distance faucet handle is moved
movement required to turn off cold water
Putting Soap on Hands
type of soap
location of soap
type of soap dispenser
movement of H-1
movement of H-2
Drying Hands
type of drying material
location of drying material
method of obtaining drying material
movement of H-1
movement of both H-1 & H-2 required
type of garbage container

Figure 3

A Delineation of the Distinguishing Features of a Handwashing Activity From Step 3

SUB-BEHAVIOR

Distinguishing Feature

Range of distinguishing feature

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X

Figure 4

An Environmental Analysis Data Sheet to Evaluate Settings Where an Activity Occurs Most Frequently

PUTTING SOAP ON HANDS

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
Type of Soap																								
1. liquid																								
2. powdered																								
3. bar																								
4. none																								
5. other																								
Location of Soap Dispenser																								
1. right side of sink																								
2. left side of sink																								
3. front side of sink																								
4. back side of sink																								
5. on wall: right side of faucet																								
6. on wall: left side of faucet																								
7. on wall: behind or away from sink																								
8. other																								

AILABLE

Figure 4

An Environmental Analysis Data Sheet for Evaluating Two Distinguishing Features of Putting Soap on Hands in a Handwashing Activity

PUTTING SOAP ON HANDS

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
Type of Soap																								
1. liquid																								
2. powdered																								
3. bar	●	●	●	●	●	●	●	●	●	●	●	●	●		●									
4. none														●										
5. other. . . Wet Ones											●													
Location of Soap Dispenser																								
1. right side of sink	●	●		●		●		●							●									
2. left side of sink		●	●		●		●								●									
3. front side of sink																								
4. back side of sink									●	●	●	●	●											
5. on wall: right side of faucet																								
6. on wall: left side of faucet																								
7. on wall: behind or away from sink																								
8. other																								

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Figure 3

An Evaluation of 15 Settings Using an Environmental Analysis Data Sheet for Two Distinguishing Features in a Handwashing Activity

Selected Task Analysis of Handwashing Activity

Task Relevant Cue	Response
1. Sink with two faucet levers	1. Using dagger grip, grasp right faucet
2. Dagger grip on right faucet	2. Turn lever in clockwise direction
3. Lever is being turned in clockwise direction	3. Stop turning lever at less than 90 degree rotation
4. Lever at less than 90 degree rotation	4. Release grasp of faucet lever
5. Cold water coming from spout	5. Place both hands beneath stream of cold water
6. Hands are wet and bar of soap is on basin	6. Pick up soap
7. Soap in hands	7. Rub soap between hands
8. Hands are soapy and bar of soap is in hands	8. Place soap on side of basin
9. Palm of hands are soapy and no bar of soap is in hands	9. Rub palm of each hand over the back of the other hand
10. Entire hands are soapy	10. Place both hands beneath stream of cold water
11. Soapy hands are in stream of cold water	11. Rub palm of each hand over the back of the other hand
12. Hands are wet and no soap is on hands	12. Shake hands over basin to remove excess water from hands
13. Wet hands out of stream of water	13. Using dagger grip, grasp right faucet
14. Dagger grip on right faucet	14. Turn lever in counterclockwise direction
15. No water coming from spout	15. Release grasp of faucet lever

Figure 7

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Task Relevant Cue	Response
16. Wet hands	16. Locate paper towel dispenser
17. Paper towel dispenser to _____ of sink	17. Using pincer hold, grasp mid-section of single sheet of paper towel
18. Pincer hold on towel sheet	18. Pull down on paper towel
19. Paper towel in H-1 and both hands are wet	19. With paper towel in H-1, rub front and back of H-2
20. Paper towel in H-1 and towel is wet	20. Place paper towel in H-2
21. Paper towel in H-2, and H-1 is wet	21. With paper towel in H-2, rub front and back of H-1
22. Wet towel in hands	22. Locate wastebasket
23. Wastebasket to ______ of sink	23. Drop wet paper towel in wastebasket
24. Hands are still wet	24. Repeat steps 16-22

Figure 7 (cont'd.)

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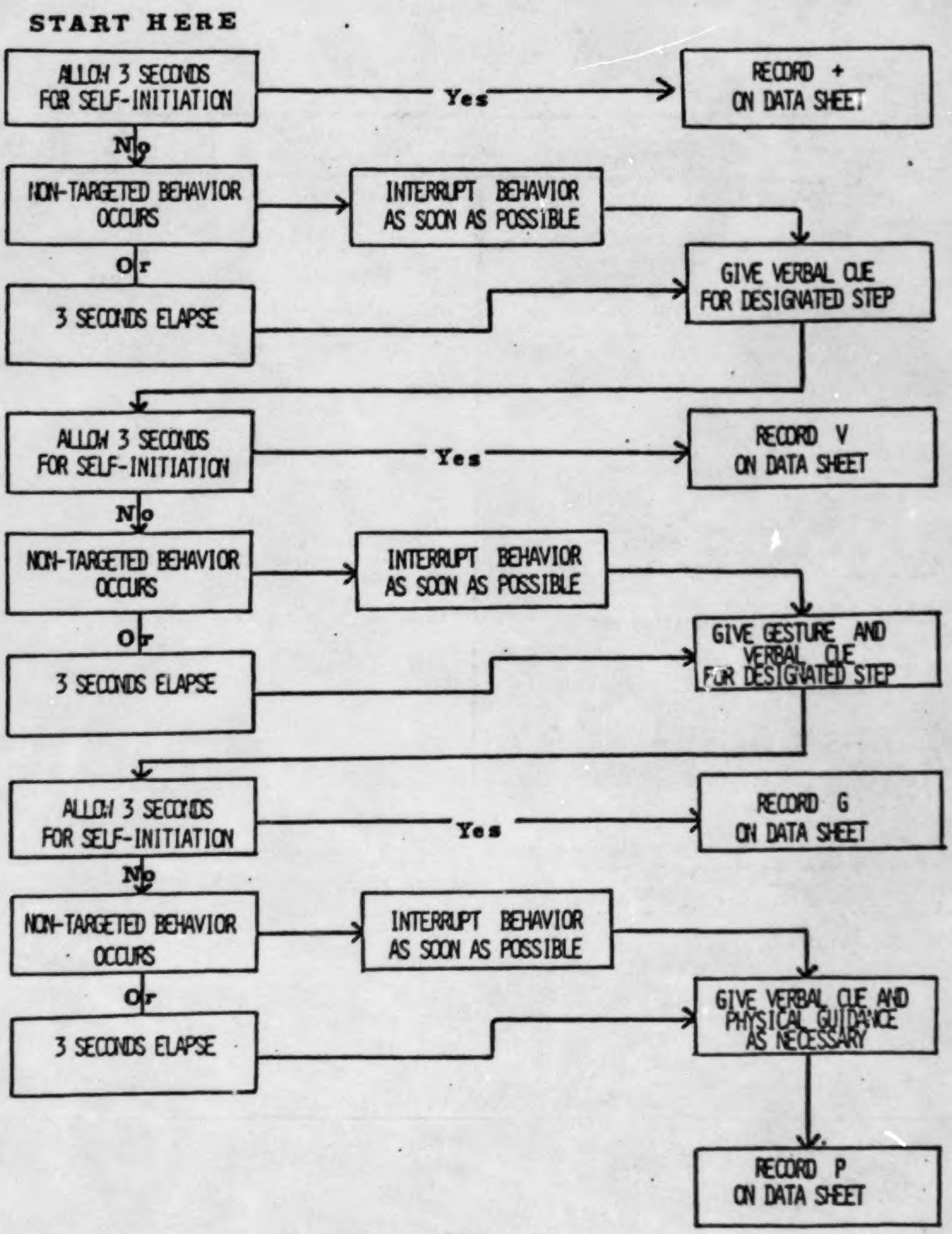
START HERE
ALLOW 3 SECONDS FOR SELF-INITIATION
Yes
RECORD + ON DATA SHEET
No
NON-TARGETED BEHAVIOR OCCURS
INTERRUPT BEHAVIOR AS SOON AS POSSIBLE
Or
3 SECONDS ELAPSE
GIVE VERBAL CUE FOR DESIGNATED STEP
ALLOW 3 SECONDS FOR SELF-INITIATION
Yes
RECORD V ON DATA SHEET
No
NON-TARGETED BEHAVIOR OCCURS
INTERRUPT BEHAVIOR AS SOON AS POSSIBLE
Or
3 SECONDS ELAPSE
GIVE GESTURE AND VERBAL CUE FOR DESIGNATED STEP
ALLOW 3 SECONDS FOR SELF-INITIATION
Yes
RECORD G ON DATA SHEET
No
NON-TARGETED BEHAVIOR OCCURS
INTERRUPT BEHAVIOR AS SOON AS POSSIBLE
Or
3 SECONDS ELAPSE
GIVE VERBAL CUE AND PHYSICAL GUIDANCE AS NECESSARY
RECORD P ON DATA SHEET

Figure 8

Least Prompting Assistance Sequence (From Program strategies for preparing developmentally disabled individuals for community living, by P. Bates and E. Pancsofar, 1981, St. Paul: Bock Associates, p. 15)

Chapter 11

Understanding the Construction of the Multiple-Baseline Design

BY:

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Chapter 11

UNDERSTANDING THE CONSTRUCTION OF THE MULTIPLE-BASELINE DESIGN

by Ernest L. Pancsofar, Assistant Professor

The purpose of this chapter is to describe the construction of a multiple-baseline design to persons with limited exposure to this research tool. The logic of the multiple-baseline as a research design is articulated by Baer, Wolf, and Risley (1968). "In the multiple-baseline technique, a number of responses are identified and measured over time to provide baselines against which changes can be evaluated. With these baselines established, the experimenter then applies an experimental variable to one of the behaviors, produces a change in it, and perhaps notes little or no change in the other baselines" (p. 94). More specifically, Cuvo (1979) explains that "one may study several responses of one individual in one situation, or the same response emitted by several subjects in the same environment, or one response of one person across several different situations" (p. 220).

The primary purpose for using a multiple-baseline procedure is to determine whether a functional relationship exists between an intervention (independent variable) and a change in a targeted behavior (dependent variable). A detailed example of the construction of a multiple-baseline design across settings will be given to evaluate whether a token reinforcement intervention was directly responsible for an increase in the compliant behavior of a mentally retarded adolescent. Additionally, examples of a multiple-baseline design across responses and subjects will be highlighted.

Multiple-Baseline Across Settings Constructing the Basic Frame of the Multiple-Baseline Design

In this example, a token reinforcement procedure was developed to increase the compliant behavior of a mentally retarded adolescent in three different settings: work, school, and home environments. The student (Joe) was involved in a three-hour work training program as a dishwasher at a local restaurant. After leaving work each weekday, he attended school for three hours each afternoon. After leaving school, Joe remained at home for the three hours prior to dinner.

Figure 1 illustrates the components that form the frame for the multiple-baseline example across three settings. In Figure 1, three "L" figures (graph outlines) are drawn one above the other. It is common to see three to five graph outlines arranged in this manner when looking at interventions that include a multiple-baseline design as their evaluation procedure. The horizontal line on the lowest graph is divided into equal segments and designated the passage of time. A primary characteristic of multiple-baseline designs is the recording of behavior at multiple times throughout the baseline and intervention phases for each behavior. In Figure 1, the horizontal line of the lowest graph is divided into equal sections and numbered 1 through 19. The markings on this line designate the consecutive work days on which data will be recorded.

The vertical lines of the multiple-baseline graphs contain markings which delineate the dependent measure. The dependent measure is the method used to quantify the changes observed in a person's behavior during baseline and intervention conditions. Usually measures such as rate per minute, frequency, or percentage are used as dependent measures. In Figure 1, the vertical line of each graph outline is divided into ten equally spaced sections. Each section represents ten percentage points. The label of the vertical lines indicates that the percentage of compliance to instructions is the dependent measure that will be used during this investigation.

Finally, each graph is labeled to designate the setting in which that graph's data will be collected. In Figure 1, each of the three graph outlines is labeled either work, school, or home. These labels indicate that a separate graph will be used for recording compliant behavior in each setting.

Baseline Measures Across Each Setting: Days 1-4

In the multiple-baseline across settings example, baseline phases refer to the recording of compliant behavior within each setting while no intervention occurs. When Joe responds to an instruction in a noncompliant manner, the trainer records a (-) on a data sheet. Noncompliance is defined as a response to an instruction that includes a negative verbalization (i.e., "Leave me alone.", "I don't want to.", "Stop bugging me.") and/or a physical gesture of disgust (i.e., stomping fee, shrugging shoulders, sour look on his face). Also included under noncompliant behavior is ignoring an instruction by not responding at all within fifteen seconds. If Joe responds to an instruction in a noncompliant manner, the trainer waits thirty seconds before interacting further with him. Co-workers, teachers, and parents are requested to interact with Joe as they would normally do without the trainer's presence.

When Joe responds to an instruction in a compliant manner during baseline, the trainer does not reinforce him nor suggest to other adults in the settings that they interact with Joe differently than they normally would do. The trainer records a (+) on a data sheet for instructions that Joe responds to in an acceptable manner.

During the baseline condition described in the previous paragraphs, the dependent variable of compliance to instructions is measured as a percentage figure. A daily percentage figure was calculated for each setting by dividing the (+) marks by the combination of (+) and (-) marks and multiplying the result by a hundred. For example, on day one, three (+) marks and seven (-) had been recorded. By dividing the three (+) marks by three (+) marks and seven (-) marks ($\frac{3}{3+7} = .3$) and multiplying by a hundred (.3 x 100 = 30), a 30% figure is obtained for compliance to instruction in the work setting.

In Figure 2, there are four connected data points in each graph outline. Each data point contains three features. First, the setting can be determined by which graph outline the data point is located. Second, the day the data point was recorded can be found by placing a finger on any data point and moving it perpendicular to the lowest horizontal line (dropping finger directly to bottom line). Third, the percentage of compliance to instructions for the same data point can be found by placing a finger on the data point and moving it perpendicular to the vertical line (sliding finger directly to the left). The percentage measure for that data point is at the point where the finger crosses the vertical line. For example, on day 1, the percentage of compliance to instructions in the work, school, and home settings was 30 percent, 50 percent, and 40 percent respectively.

On the second workday, baseline data were recorded in each setting in the same manner as on day 1. The data for day 2 represent 20 percent, 60 percent, and 50 percent compliance to instructions in the work, school, and home settings respectively. Again, the data for days 3 and 4 are collected as described in the baseline procedure.

During the four days of baseline behavior, there is evidence that compliance to instructions is decreasing as a percentage of total instructions given. Visual inspection is a common means of locating a trend in behavior and determining when an intervention would be appropriate. The decreasing trend in baseline in the work setting is an indication that the token reinforcement procedure can begin.

Intervention in the Work Setting and Continued Baseline in the School and Home Settings: Days 5-8

On day 5, the trainer explained to Joe that if he responded to at least half of all instructions given by his supervisors and co-workers without talking back, shrugging his shoulders, or ignoring the requests, he would receive a certificate. On the certificate were the words "Followed Directions Nicely". After supper each workday, Joe could present the certificate to his parents who would allow him to choose one of three activities that Joe had previously shown an interest in. Thus, the certificate plus a back-up reinforcer at home comprised the intervention procedure.

Figure 3 contains the data for days 5-8 when the intervention occurred only in the work setting. On the work setting graph, a broken line is drawn between days 4 and 5. This line designates the end of baseline conditions and the beginning of an intervention phase, namely, the certificate program. On day 5, the data point is at the 90 percent level for compliance to instructions in the work setting when the certificate program is first introduced. Also, on day 5, baseline conditions remain in effect in the school and home settings. The certificate program only occurs in the work setting. Since baseline conditions (recording (+) and (-) marks and not reinforcing compliant behavior nor responding differently to noncompliant behavior) remain in effect in the school and home settings, there is no need for a broken line to separate the data points during the baseline settings since the intervention is not yet in effect in these settings. The data for days 6-8 are recorded under the same conditions as day 5. That is, the certificate program remains in effect in the work setting and baseline conditions continue in the school and home settings.

Intervention in Work and School Settings and Continued Baseline in the Home Setting: Days 9-14

On day 9, the trainer explained to Joe that the opportunity to earn a second certificate would now occur. If Joe complied to more than half of the teacher's and aide's instructions during the three hours he was attending school each afternoon, he would earn a certificate with the words "Followed Directions Nicely" printed on it. After dinner each workday, Joe could present two certificates, one earned during the work activity and one earned at school. With two certificates, Joe could choose two of three activities that were presented by his parents as back-up reinforcers for the certificates.

Figure 4 contains the data for days 9-14 when the intervention occurred during both the work and school settings. On the school setting graph, the broken line that separated the baseline and intervention phases of the work setting data is extended down to this second graph and continued across to the space between days 8 and 9 where it drops down to the horizontal line of the school setting graph. Thus, the broken line indicates that a change has occurred from baseline on day 8 to the certificate program on day 9. Also on day 9, baseline conditions remain in effect in the home setting. The data for days 10-14 are recorded under the same conditions as day 9. That is, the certificate program remains in effect in the work and school setting and the baseline conditions continue in the home setting.

Intervention Occurs in All Three Settings: Days 15-19

On day 15, the trainer explained to Joe that the opportunity to earn a third certificate would now be given. If Joe complied to more than half of his parents' instructions for the three hours prior to dinner, he would earn a certificate with the words "Followed Directions Nicely" printed on it. After supper each workday, Joe could present three certificates, one earned in the work, school, and home settings. Joe could now pick all three activities that were presented by his parents as back-up reinforcers for the three certificates.

Again, in order to show the distinction between the conclusion of baseline conditions in the home setting (day 14) and the introduction of the certificate program (day 15), the broken line is extended from the school setting graph and drawn between days 14 and 15 of the home setting graph (see Figure 5). Thus, for days 15 through 19, the certificate program is in effect for all three settings.

Interpreting the Results of the Certificate Program

With a multiple-baseline design, the trainer determines whether a functional relationship exists between the intervention (certificate program) and the dependent variable (compliance to instructions). The strength of such a relationship is usually left to visual inspection. Is there a significant change between the last data point of a baseline phase and the first data point of an intervention phase (change in level) and at the same time, little or no change is noted in the baselines of other targeted behaviors, persons, or settings. In the example used for the multiple-baseline across settings, the intervention occurred on day 5 for the work setting. As can be seen in Figure 5, there is a distinct change in the percentage of compliance from day 4 (baseline) to day 5 (intervention) while little change in compliant behavior is noted on day 5 for the school and home settings. On day 9, the intervention first occurs in the school setting. Again, a distinct change from day 8 (baseline) to day 9 (first day of intervention) is observed while little change is seen from day 8 to day 9 in the home baseline data. Finally, a third replication of change, only at the point in time when the intervention began, occurs in the home setting. Thus, from the data presented in the graphs contained in Figure 5, there appears to be a functional relationship between the intervention program and a change in compliance to instructions.

Multiple-Baseline Across Subjects

In the multiple-baseline across subjects design, the same response is observed in three or more persons who have received an intervention procedure at different points of time. Figure 6 illustrates an example of this design. For the first four workdays, baseline data were collected on the percentage of compliant behavior by Bill, Frank, and Jack in their respective work environments. On day 5, a certificate procedure similar to the one described in the previous section for the multiple-baseline across settings design was implemented for Bill. Baseline data continued to be recorded for Frank and Jack. Note that a broken line separates Bill's baseline and intervention phases but does not yet extend down to Frank and Jack's graphs. On day 8, the certificate intervention is started with Frank and the broken line is extended to Frank's graph and drawn between days 7 and 8. Baseline data continues to be recorded for Jack. The intervention is begun with Jack on day 11 and the broken line is drawn between days 10 and 11 in Jack's graph.

Through visual inspection of Figure 6, one can note that a distinct change in the compliant behavior of each worker occurred only at the point in time when the intervention was introduced with little or no change noted in the baseline performance of the other worker(s). Thus, there is strong evidence to support the existence of a functional relationship between the certificate program and an increase in compliance to instructions.

Multiple Baseline Across Behaviors

In a multiple baseline across behaviors design, several responses of one subject are the focus for intervention at different points in time. An example of this design is shown in Figure 7. The dependent measure in Figure 7 is the units/minute of unloading buscarts, stocking clean items, and washing platters and plates in a job as a dishwasher in a local restaurant. The independent variable is visual feedback and self-recording of performance. Specifically, the worker is shown a bar graph of his performance, and he records a (+) on a data sheet if the bar on the graph is above a predetermined criterion of performance.

Through visual inspection, it is noted that a distinct change in work performance occurred only at the point in time when the intervention was begun. For example, on day 5, performance increased for unloading buscarts but remained relatively unchanged in the baseline conditions of stocking clean items and washing platters and plates for that same day. Only on day 7 and day 9 did the performance increase for stocking clean items and washing platters and plates, respectively. There is strong evidence that a functional relationship exists between the performance rate of the three behaviors and providing visual feedback and self-recording.

Conclusion

Included in this chapter was a detailed explanation of the step-by-step construction of a multiple baseline design. A day-to-day analysis of events occurring during a multiple baseline across settings design was detailed. Additionally, examples of a multiple-baseline design across subjects and across behaviors were briefly highlighted.

The interested reader is referred to Appendix A for a selected bibliography of articles and books of particular importance in understanding the advantages and disadvantages for using the multiple-baseline design as an evaluation methodology for determining the existence of a functional relationship between a dependent and independent variable. The simplified discussion of the construction of the multiple-baseline design did not include the many issues contained in the readings of Appendix A. However, this chapter should assist the reader who was not familiar with the multiple-baseline design by providing an elementary description of the construction of this evaluation procedure.

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Appendix A

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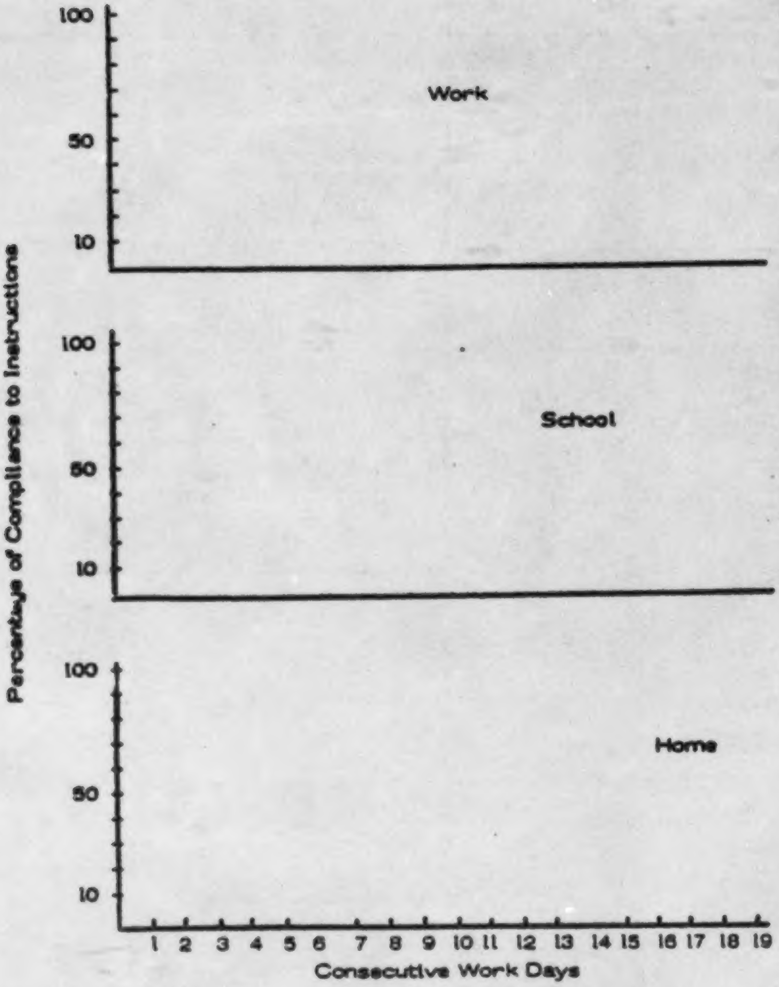

Figure 1

An Example of the Basic Form of a
Multiple-Baseline Across Settings Design

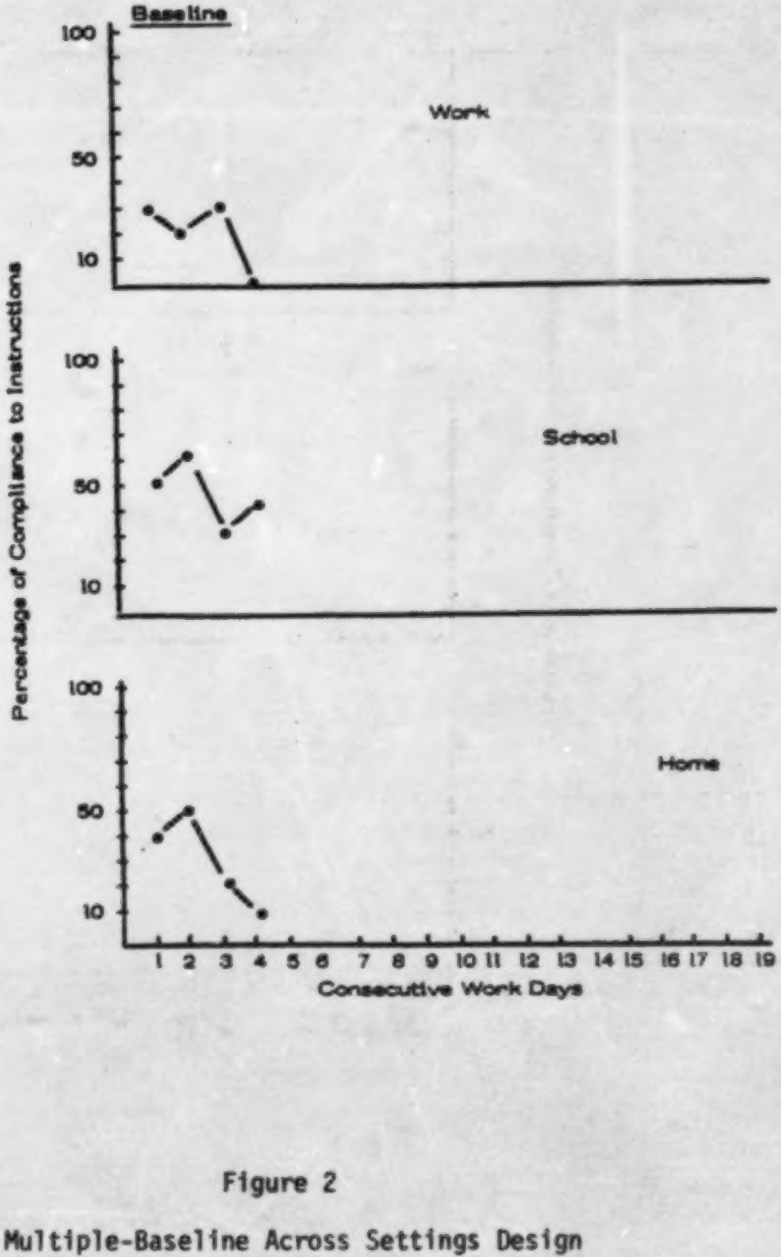

Figure 2

A Multiple-Baseline Across Settings Design
With Four Days of Baseline Data: Days 1-4

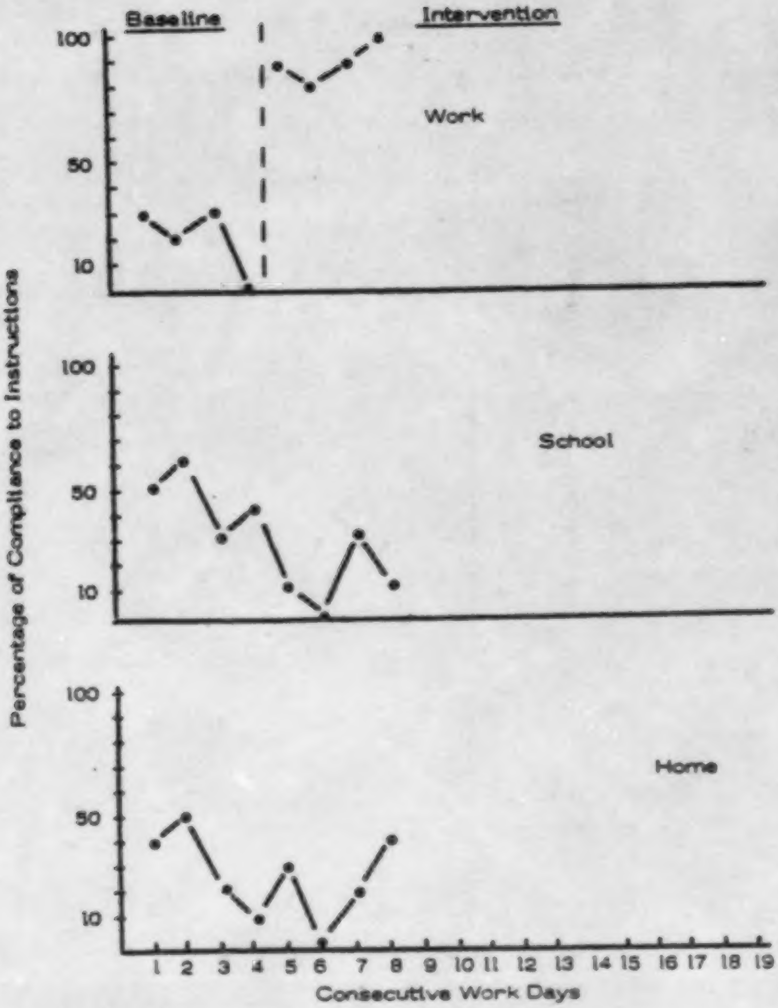

Figure 3

A Multiple-Baseline Across Settings Design With Intervention in the Work Setting and Continued Baseline in the School and Home Setting: Days 5-8

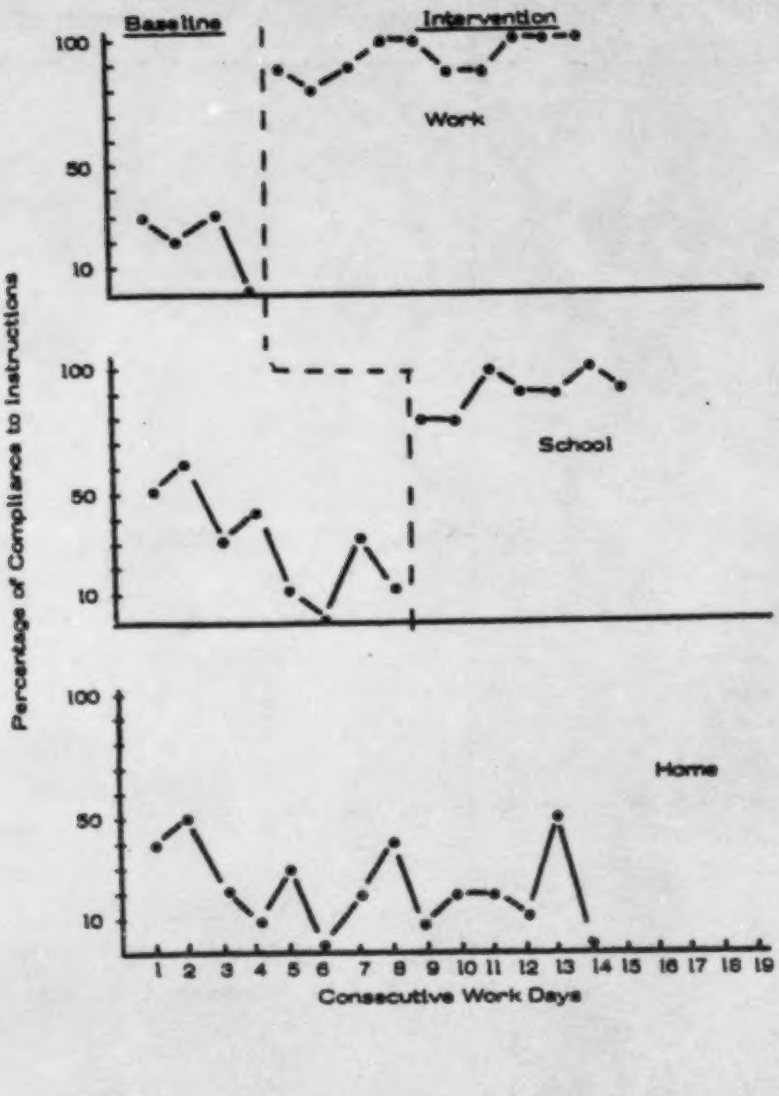

Figure 4

A Multiple-Baseline Across Settings Design With Intervention in the Work and School Settings and Continued Baseline in the Home Setting: Days 9-14

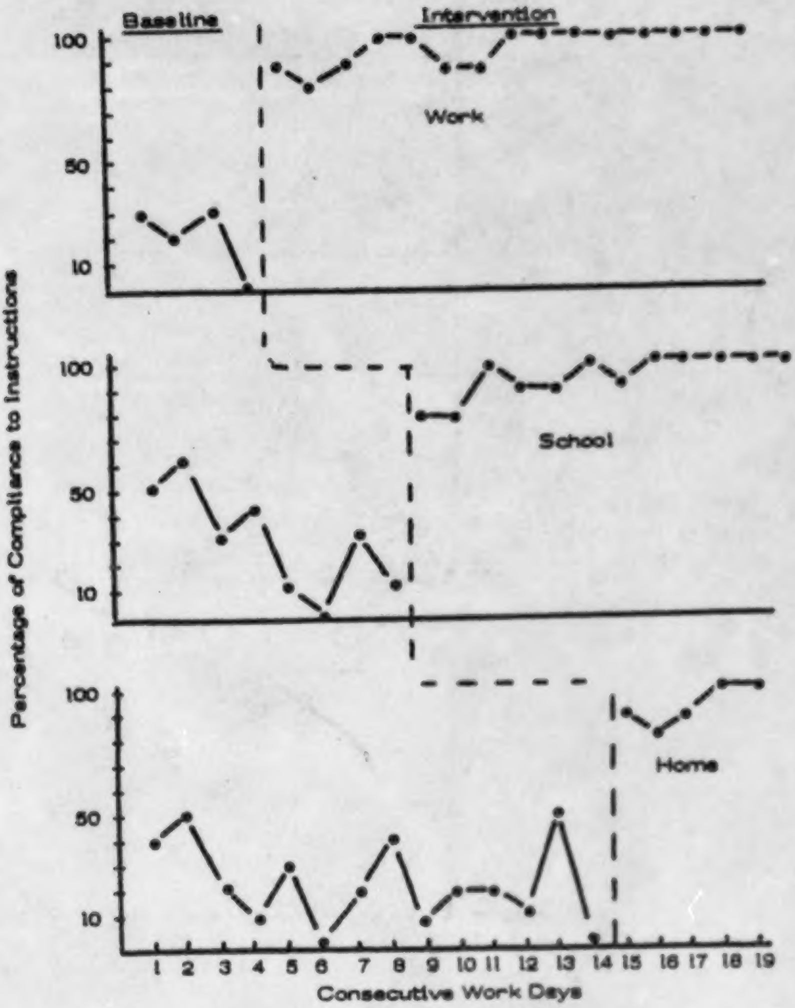

Figure 5

A Multiple-Baseline Across Settings Design With Intervention Occurring in All Three Settings: Days 15-19

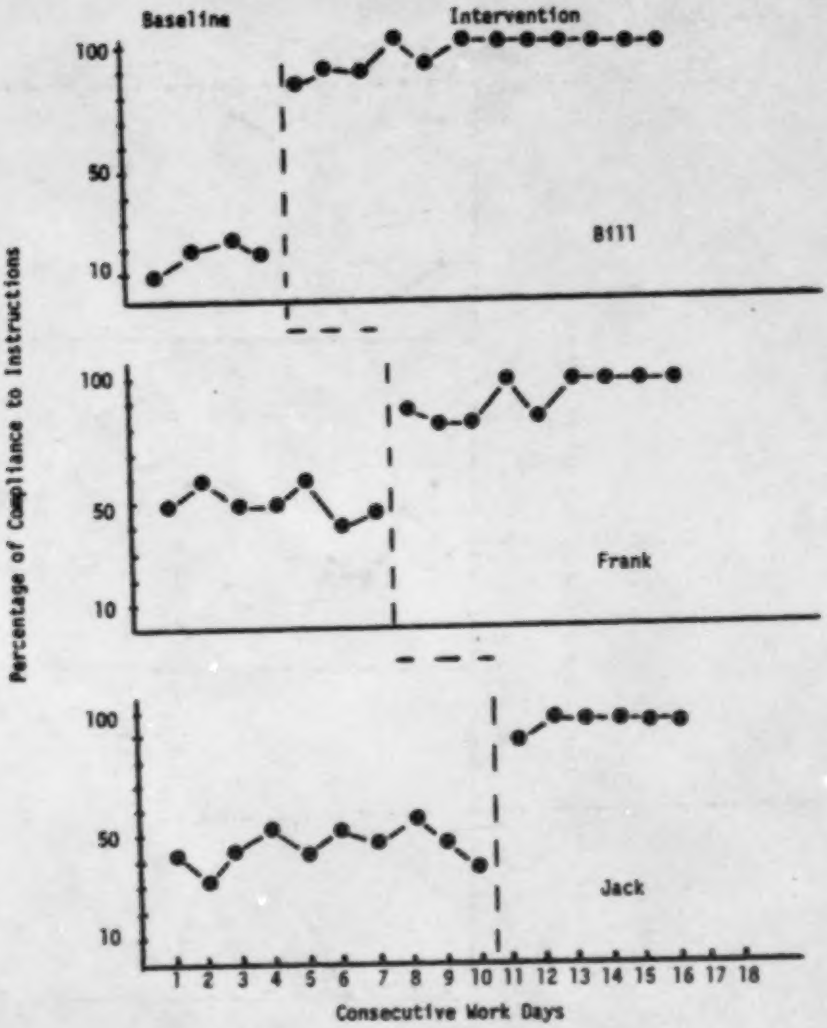

Figure 6

An Example of a Multiple-Baseline
Across Subjects Design

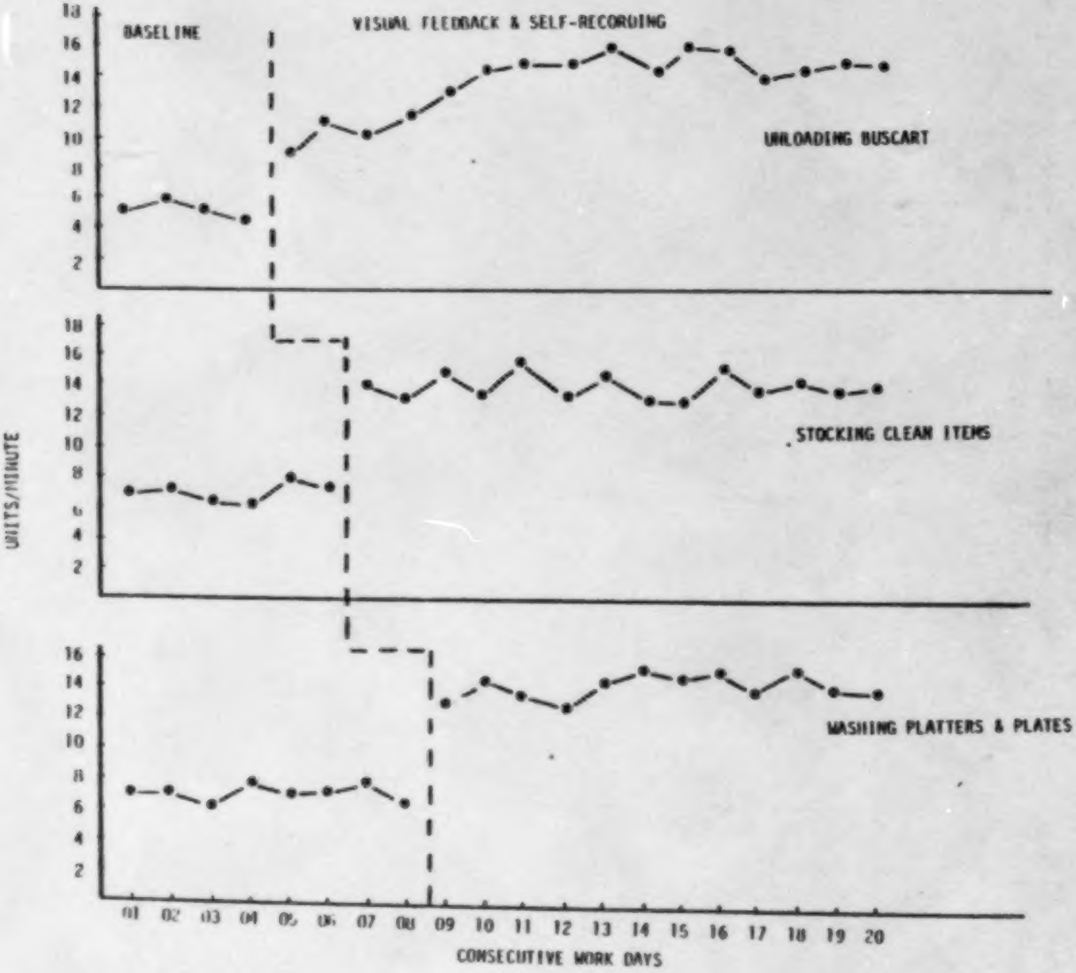

Figure 7

An Example of a Multiple-Baseline Across Behaviors Design

PROJECT MONROE

BY:

SUSAN LAGOS
JAN SCHARNBERG
JEAN DAVISON
GREG ROBINSON

(CHAPTER 12 OF PROJECT A.M.E.S. SENT TO PRINTING FOLLOWING ORIGINAL DOCUMENT.)

PROJECT MONROE

By Susan Lagos
Jan Scharnberg
Jean Davison
Greg Robinson

Teachers of the severely and/or profoundly mentally handicapped need program ideas that are sensitive to the unique characteristics of their students. A functional curriculum which encourages experiences and skills training for students in their local community is a need for these special educators. Teachers need to find activities that are within the functional range of the student but are also age appropriate. These needs have all been approached in a satisfying way at the Monroe Developmental Center in Cedar Rapids, Iowa, as a part of a replication of Project A.M.E.S., a Department of Public Instruction curriculum initiative. The philosophy of Project A.M.E.S. encourages special educators to provide severely or profoundly mentally handicapped students with experiences and activities necessary to develop skills which will enable them to function as independently as possible in a variety of Domestic, Vocational, and Recreational environments with the community as their base.

With the cooperation and funding of the Iowa Department of Public Instruction, Division of Special Education, and Special Needs Section, the Cedar Rapids Community Schools, and the Grant Wood Area Education Agency, the staff, support staff, and the administrators at Monroe are introducing the severely/profoundly mentally handicapped students to the real world and as a result, raising the expectations of all involved.

The staff at the Monroe Developmental Center have labeled these changes in program emphasis Project Monroe. In this chapter, the philosophy of Project Monroe's curriculum emphasis is presented and several aspects of the program are described. These include a description of students and staff, Project organization, curriculum development, example programs, integrated therapy and the IEP, adaptive materials, parental involvement, interaction with nonhandicapped, and interagency coordination. Finally, future program development is discussed from the standpoint of planned continuation and expansion of Project Monroe's 1981-82 goals and objectives.

Program Philosophy

By John Nietupski, Ph.D.
Ruth Ann Schmidt
Una Schommer

Broad goals for programs serving moderately, severely, and profoundly handicapped (MSP) students should be to prepare such students to function more adaptively in their present Domestic, Vocational, Leisure/Recreational, and Community environments and in less restrictive, more normalized future environments. Such ambitious program goals have come about in part due to improved future possibilities for MSP students. In the past, Domestic options primarily consisted of large state, county, or private residential facilities or maintenance at home with little community involvement. While in rare individual instances, MSP students lived at home and had extensive community involvement, this was more the exception than the norm. Today, however, MSP individuals no longer are automatically relegated to large residential facilities or simply expected to live at home. Rather, more normalized community-based residential options such as foster homes, group homes, and self-independent apartments have been developed for this population.

Vocational options likewise have considerably improved for the MSP population. In the past, sheltered employment was considered the highest possible goal, with work activity centers and exclusion from day programs more likely. Emerging trends in the Vocational realm reflect what might be termed a "jump-step" philosophy. That is, educators are attempting, with some success, to take students who traditionally were candidates for sheltered workshops and preparing them for competitive employment. Expectations for students who previously were considered to be work activity center bound have been raised to the point where training is being provided to prepare them for sheltered work employment. Students who in the past might have been thought of as unable to function in work activity or day care facilities and thus excluded from adult programs are being provided with training experiences on skills necessary for adult day care and work activity centers.

As we begin expanding the domestic and vocational horizons of MSP students, other skill area needs become apparent. Community functioning and mobility skill training becomes a necessity if students are expected to live in the community, use its stores and services, and travel to and from Vocational sites. One of the barriers to vocational success is the inability of many students to get to their Vocational sites. Community involvement for group home residents is also restricted if students cannot cross streets, push shopping carts down crowded store aisles, or behave appropriately in shopping malls.

Recreation/leisure skills also become necessary if students are to function in Vocational, Domestic, and Community environments. Behavior during break time at Vocational sites, how to occupy oneself on bus trips, more productive domestic Leisure activities than television watching, skills necessary to participate to some degree in community recreation/

leisure facilities such as arcades, movie theaters, swimming pools, and bowling alleys are merely a few of the Recreation/Leisure skills necessary for more independent present and postschool functioning.

In order to address the program goals of more adaptive present and postschool functioning, the four broad curricular domains of Domestic, Vocational, Recreation/Leisure, and Community Functioning must be addressed. It should be noted that it is not implied that programs will be successful in promoting total independence for all students within these domains. Indeed, there will be many students with whom independence will not be achieved. However, our goals should not be to assume beforehand that MSP students are incapable of more adaptive functioning. Rather, we should strive to develop objectives and procedures that will allow students to more adequately meet present and future natural environmental demands.

Community Classroom Model

In order to meet the broad program goals discussed above, a change from the traditional classroom model to what is termed a Community Classroom Model must be made. The traditional classroom model involves instruction in school that perhaps is followed by attempts to determine how such skills apply to the "real world" (See Figure 1).

Too often, since school activities reflect sifted-through and watered-down general educational goals and objectives taught through artificial paper-pencil tasks and materials, there is no direct application to real world demands. While it often can be inferred that nonhandicapped students will generalize from such activities to functional skill application in the real world, such is generally not the case with MSP students. As a result, MSP students often graduate from traditional programs ill prepared to perform even the most basic life competencies.

Given these grim realities, school districts have taken steps toward improvement of the traditional model by providing "field trips" through which more community exposure is provided. Unfortunately, curricula based on community demands are not developed nor is systematic community-based instruction provided. While community exposure is a necessary component of a Community Classroom Model, exposure alone is not sufficient. More importantly, school programs need to be reorganized so that staff look to present and future environmental demands to determine their curricular goals and objectives. Through ongoing, systematic needs assessment, data are gathered by staff prior to community exploration to determine those tasks and functions which are required for more independent performance within less restrictive environments. Once skills necessary for community adaptation have been identified, such skills can be brought into the school program (See Figure 2).

Within the classroom space, some preliminary instruction and rehearsal may be appropriately introduced. The major portion of instruction, data collection, and evaluation, however, should take place in natural environments in which such actions typically take place in order to obtain some degree of assurance that school instruction actually has a positive impact on student performance in natural environments.

The Community Classroom Model conveys an optimism about the feasability of involving MSP students in all aspects of community life. At the Monroe Developmental Center, Project Monroe became the vehicle through which community involvement was encouraged. Given the multiple physical and mental disabilities experienced by Monroe students, implementation of this model posed new challenges for staff, students, and parents. However, with a great deal of creativity, flexibility, and energy, much progress has been made in this direction.

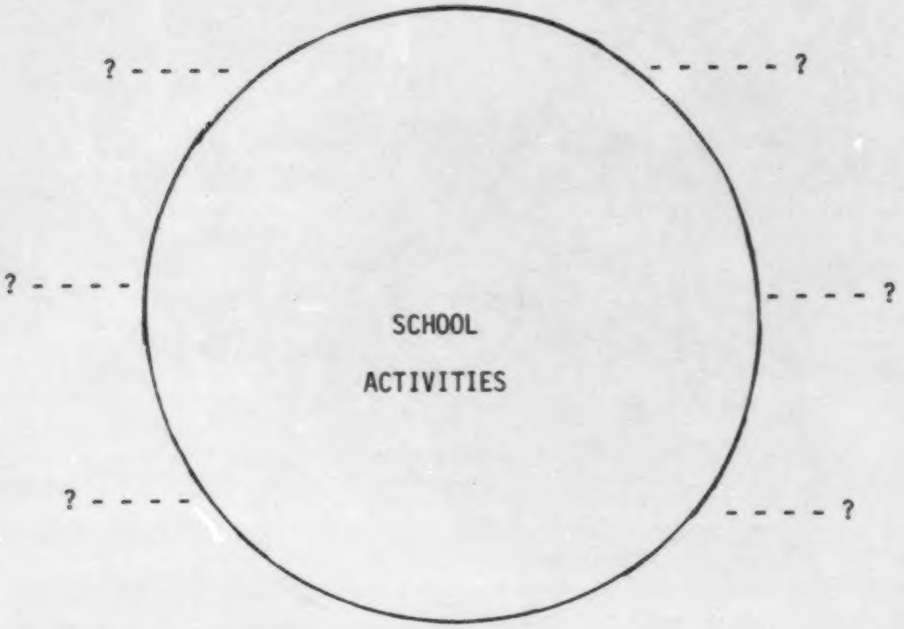
SCHOOL
ACTIVITIES
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Figure 1

Traditional Classroom Model

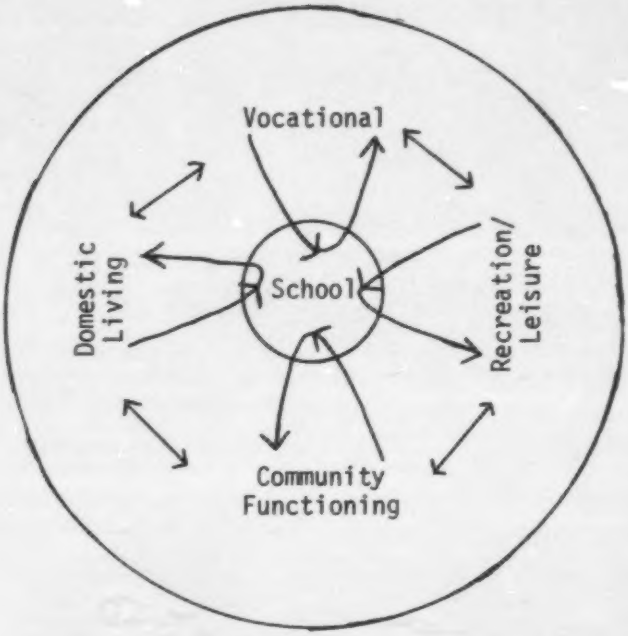
Vocational
Domestic Living
School
Recreation/ Leisure
Community Functioning

Figure 2

Community Classroom Model

Description of Staff and Students

Monroe Developmental Center's population includes ten classes of SPH students ranging in age from two to twenty-one. Each class averages approximately six students. Many of the students are multihandicapped, requiring the service of several therapies. Those offering service to the students include: teachers, paraprofessionals, a physical therapist, an occupational therapist, a therapist assistant, a speech clinician, a psychologist, and a special education nurse. Also on staff are a principal, lead teacher, and educational consultant with a social worker on call.

The Monroe Developmental Center provides intensive programming and training for 61 students within the Cedar Rapids Community as well as to outlying areas. Transportation to the Center is provided by the students' home school district with lift buses accommodating those in wheelchairs.

Tables 1-4 briefly outline the staff with FTE (full time equivalence) percentages as well as students with handicapping conditions, ages, previous programs, and general functional abilities.

Table 1
Monroe Developmental Center Staff

Position	Name	*Percentage FTE in Monroe Developmental Center
Funded by Cedar Rapids Community Schools		
Principal	Charles Debbon	20%
Lead Teacher	Susan Lagos	100%
Secretary	Patricia Williams	100%
Teacher	Mary Aull	100%
Teacher	Carolyn Becker	100%
Teacher	Rachelle Brecht	100%
Teacher	Mary Craven	100%
Teacher	Jean Davison	100%
Teacher	Carol Dreasler	100%
Teacher	Peggy Freitag	100%
Teacher	Gretchen Humiston	100%
Teacher	Peggy Larson	100%
Teacher	Linda Nelson	100%
Paraprofessional	Shirley Allbright	100%
Paraprofessional	Laurie Allen	100%
Paraprofessional	Kathy Ceynar	100%
Paraprofessional	Eileen Crowley	100%
Paraprofessional	Janice Groesbeck	100%
Paraprofessional	Lori Hughes	100%
Paraprofessional	Renae Lagerquist	100%
Paraprofessional	Lonnie Matthews	100%
Paraprofessional	Shirley Moody	100%
Paraprofessional	Dawn Naaktgeboren	100%
Paraprofessional	Kaylene Snyder	100%
Paraprofessional	Sue Then	100%
Engineer Custodial Staff	Vern Numedahl	100%
Custodian	Ed Nash	100%
Manager-Food Service	Pat Lafler	75%
Food Service	Alice Henessy	50%
Funded by Grant Wood AEA 10		
Special Education Nurse	Jean Wilder	80%
Physical Therapist	Jan Scharnberg	100%
Occupational Therapist	Carla Walters	100%
Therapist Assistant	Jean Litts	75%
Psychologist	Greg Robinson	30%
Speech Clinician	Julie Dolan	50%
SPH Consultant	Ruth Ann Schmidt	10%
Social Worker	Jim Barth	on call
Funded by Project dollars		
Consultant	Dr. Paul Bates	.10%

* (FTE = Full Time Equivalency)

Table 2
Descriptive Data for Primary Age
Classrooms of Severely/Profoundly Handicapped Students

Student	Age	Previous Setting	Functional Ability	Disability	Vocational Workshop
Megan B.	4	Grant Wood AEA Home Program	Toilet conditioning. Nonambulatory w/c*. Functional activities are all dependent. Uses eye point to communicate at lunch.	Microcephaly Spastic Quad. Hydrocephalus Dev. Delay	no
Brad C.	7	Taylor Preschool Phys. Hand.	Toilet conditioning. Nonambulatory w/c. Functional activities are all dependent. Inconsistent use of eyes to point to communicate at lunch.	Microcephaly Spastic Quad. Dev. Delay	no
Carrie C.	6	Glenwood Early Childhood O.T. in foster home	Toilet conditioning. Nonambulatory w/c. Partial assist. in feeding if health permits. Dependent other domestic skills.	Hydrocephaly Dev. Delay C.P.	no
Michael D.	3	Taylor Infant Program	Toilet conditioning. Nonambulatory w/c. Partial assist. in feeding. Dependent other domestic skills.	C.P. Quad. - undifferentiated Dev. Delay	no
Justine D.	6	Taylor Infant Program	Toilet conditioning. Nonambulatory w/c. Dependent all domestic skills.	Spastic Quad. Microcephaly	no
Patrick F.	5	Home Instruction other AEA	Toilet conditioning. Nonambulatory w/c. Moves on floor. Partial assist. in domestic skills.	Suboccipital Encephalocele	no
Laurie F.	5	Easter Seals Outpatient	Toilet conditioning. Nonambulatory w/c. Dependent on domestic skills. Communicates verbally and by touching choice at functional time.	C.P. Spastic Quad. Anoxia Dev. Delay	no
Matt G.	7	SPH program Systems Unlimited FACT program	Toilet conditioning. Nonambulatory w/c. Dependent in domestic skills. Uses eye point to ask for drink at lunch.	Microcephaly Spastic Quad. Dev. Delay	no

Table 2 (cont'd.)

Student	Age	Previous Setting	Functional Ability	Disability	Vocational Workshop
Carmen H. (began 2/82)	7	SPH class other state	Nonambulatory w/c. Dependent all domestic skills.	Microcephaly Spastic Quad.	no
Kris M.	6	Taylor Infant Program	Nonambulatory w/c. Dependent all domestic skills.	Hydrocephalus Neuro-musc. Spastic Quad.	no
Angela M.	2	Early Childhood Home Program	Nonambulatory w/c. Moves on floor. Dependent on all domestic skills.	Dev. Delay Atrophy of brain	no
Jean M.	7	Institution for Deaf-Blind	Toilet conditioning. Nonambulatory w/c. Dependent in all domestic skills.	Hydrocephalus Visual Impair.	no
Matt P.	7	Early Childhood Home Program	Toilet conditioning. Nonambulatory w/c. Dependent in all domestic skills.	Microcephaly	no
Heather P.	3	Early Childhood Home Program	Toilet conditioning. Walks with both hands held and uses w/c. Moves on floor. Assists in domestic skills.	Dev. Delay Visual Impair.	no
Sara R.	7	Taylor Early Childhood Program	Toilet conditioning. Ambulates with supervision. Feeds self with supervision. Assists in domestic skills.	Dev. Delay	no
Ronnie R.	7	Taylor Infant Outpatient	Nonambulatory w/c. Dependent in all domestic skills.	Microcephaly C.P. scoliosis	no
BJ S.	6	Early Childhood Program	Nonambulatory w/c.	Microcephaly	no
Sara V.	3	Early Childhood Program in other town	Nonambulatory w/c. Dependent in all domestic skills.	Cerebral Atrophy Dev. Delay	no
Rachel W.	2	Early Childhood Home Program	Nonambulatory w/c. Dependent in all domestic skills.	?	no

*w/c = wheelchair

All students in the Primary age classrooms range in age from two to seven years old.

Table 3
Descriptive Data for Intermediate Age Classrooms of Severely/Profoundly Handicapped Students

Student	Age	Previous Setting	Functional Ability	Disability	Vocational Workshop
Brian A.	10	Taylor Preschool	Ambulatory. Toilet conditioning. Feeds self with supervision. Needs assistance in domestic skills. Uses some sign lang.	Psychomotor Delay C.P.	began 4/82
Becky B.	10	Special Education Program	Nonambulatory w/c.* Moves on floor. Toilet conditioning. Assists in domestic skills. Uses sign to communicate some needs.	Microcephaly Orthopedic Anomaly Asacral	no
Karin C.	11	Dev. Center in other state	Walks with arm held. Also uses wheelchair and moves on floor. Toilet conditioning. Assists in domestic skills. Verbalizes yes/no.	M.R., visual impairment Hydrocephaly	yes
Cheryl E.	9	Taylor Outpatient	Nonambulatory but pushes own wheelchair. Toilet conditioning. Feeds self with supervision. Assists in domestic skills. Shakes head yes/no. Points to pictures to communicate needs.	Microcephaly C.P.	no
Tyson H.	7	Taylor Outpatient	Nonambulatory w/c. Toilet conditioning. Assists in domestic skills. Moves on floor.	Downs Syndrome Spastic	no
Renae H.	14	Taylor Outpatient	Nonambulatory w/c. Some partial part in domestic skills. Uses picture to indicate desire for drink.	Microcephaly P.M. retardation	no
Terry J.	14	Dev. Center in other state	Ambulatory, feeds self independently. Toilet trained. Assists in domestic skills. Uses verbalizations and pictures to indicate needs.	Severe MR	yes

Table 3 (cont'd.)

Student	Age	Previous Setting	Functional Ability	Disability	Vocational Workshop
Jana K.	11	C.P. Center Taylor	Nonambulatory w/c. Toilet conditioning. Dependent in domestic skills.	P.M. retardation C.P.	no
Jason L.	8	Taylor SPH Glenwood	Nonambulatory w/c. Toilet conditioning. Moves on floor. Dependent in domestic skills.	Severe Dev. Delay	no
Heath M.	8	Taylor Infant Program	Nonambulatory w/c. Moves on floor. Feeds self with assistance. Uses pictures, shakes head to communicate needs.	Dev. Delay Post enceph. cyst	no
Chad M.	10	Taylor Infant Program and Vinton School for Blind	Nonambulatory w/c. Toilet conditioning. Partial part. in domestic activities. Communicates needs at lunch by tactile lang. board.	Microcephaly Spastic Quad. Blind	no
Toni N.	12	?	Nonambulatory w/c. Dependent in all domestic skills.	P.M. retardation	no
Leslie P.	9	Taylor Infant Program	Nonambulatory w/c. Toilet conditioning. Dependent in all domestic skills.	Microcephaly Dev. Delay	no
Ray P.	9	Taylor Infant Program	Nonambulatory w/c. Toilet conditioning. Assists in self-feeding. Dependent in other domestic areas.	Hydrocephaly Spastic	no
Carie P.	10	Taylor Preschool and Home Based Program	Nonambulatory but pushes own wheelchair. Toilet conditioning. Feeds self with supervision. Assists in other domestic skills. Communicates verbally and signs.	Smith, Lemli, Opitz	began 4/82
Angelo P.	9	none lived away	Nonambulatory w/c. Toilet conditioning. Assists in feeding. Dependent in other domestic areas.	Severe P.M. Retardation	no

Table 3 (cont'd.)

Student	Age	Previous Setting	Functional Ability	Disability	Vocational Workshop
Chris S.	10	Asbury Glenwood	Nonambulatory w/c. Toilet conditioning. Dependent in all domestic skills.	Spastic Quad. Microcephaly	no
Anita T.	9	SPH Program in other town	Nonambulatory w/c. Toilet conditioning. Assists in domestic skills.	Visual Impair. Spastic Dev. Delay	No

* w/c = wheelchair

All students in the Intermediate age classes range in age from seven to fourteen years old.

Table 4
Descriptive Data for Senior Age
Classrooms for Severely/Profoundly Handicapped Students

Student	Age	Previous Setting	Functional Ability	Disability	Vocational Workshop
Linda D.	20	Trainable Program	Ambulatory. Independ. in feeding and toileting skills. Minimal verbal communication.	PKU	yes also began training in local work activity center (4/82)
Matt C.	18	Tommydale Sioux City	Nonambulatory w/c.* Feeds self with supervision. Toilet conditioning. Imitates sounds.	PKU	yes partial part.
Karl D.	16	Taylor PH Program	Nonambulatory w/c. Toilet conditioning. Partial part. in feeding. Uses lang. book and shakes head to communicate needs.	C.P. Spastic Quad. Convulsive Disorder	yes partial part.
Jamie D.	13	Woodhaven	Ambulatory, toilet conditioning, semi-independent feeding, minimal lang.	Static Encephalopathy, Convulsive Disorder	no
Brenda D.	21	C.P. Center	Nonambulatory but learning w/c mobility. Feeds self with supervision. Toilet trained, verbal responses to questions.	C.P. Psychomotor retardation, seizure, disorder, cerebellar stimulator, pacemaker	yes partial part.
Dean D.	19	Glenwood Conroy	Nonambulatory but crawls. Independent feeder with supervision, toilet conditioning. No language.	C.P. tension athetoid	yes partial part.
Michael D.	16	Trainable Program	Nonambulatory but pushes own w/c, independent feeding, toileting with supervision. Uses total communication to express needs	Hereditary Multiple Congenital Malformation Syndrome	yes
Sue Ann F.	20	Tommydale Sioux City	Nonambulatory but walks with hands held. Self-feeding with supervision. Toilet conditioning. No language.	Encephalatrophy	no

Table 4 (cont'd.)

Student	Age	Previous Setting	Functional Ability	Disability	Vocational Workshop
Joel F.	13	Trainable Program	Independent toileting and feeding with supervision. Ambulatory. Communicates needs verbally and assists in domestic skills.	Delayed Psychomotor and comm. Dev.	yes
Jackie J.	17	C.P. Center	Nonambulatory. Toilet conditioning. Partial part. in domestic skills. No language.	C.P. Spastic Hypotonia Microcephaly Profound Hearing loss	no
Lester J.	16	U. of Tenn. Child Dev. Center	Independent in feeding, toileting skills with supervision, ambulatory. Minimal expressive but excellent receptive language skills.	Severe MR	yes
Kris K.	16	C.P. Center	Nonambulatory but moves on floor. Partial part. in feeding and other domestic skills. Toilet trained. Communicates needs through lang. board and shaking hand in response to "yes" questions.	Delayed Dev. C.P. Microcephaly	yes partial part.
Tyrone L.	14	C.S. Patterson	Nonambulatory. Toilet conditioning. Partial part. in feeding and domestic skills. No language.	C.P. Spastic Quad. Microcephaly	no
Jeff L.	17	Woodhaven	Ambulatory, independ. feeder and toileting. Partial part. in all domestic skills. Minimal language with occasional use of sign language.	PKU	yes
Barb L.	17	?	Nonambulatory. Toilet conditioning. Partial part. in feeding and other domestic skills. No language.	C.P. severe delay of psychomotor development	yes partial part.

Table 4 (cont'd.)

Student	Age	Previous Setting	Functional Ability	Disability	Vocational Workshop
Brian M. (began 5/82)	14	?	Nonambulatory w/c. Dependent in all domestic areas. Tube-fed meals.		no
Linda M.	16	Tommydale Sioux City	Nonambulatory w/c. Dependent in all domestic areas.	C.P. Severe Spastic Quad. Microcephaly	no
Dayton M.	13	Blackhawk Care Center Waterloo	Nonambulatory. Dependent in all domestic areas. Toilet conditioning.	Hydraencephaly Spastic, comm. delay	no
Brian M.	14	Tommydale Sioux City	Nonambulatory w/c. Dependent in all domestic skills.	Postinfectious Encephalopathy Spastic Quad.	no
Tim N.	16	Trainable Program	Ambulatory. Independ. feeding and toileting. Limited expressive but good receptive lang. Partial part. in all domestic areas.	Severe MR Comm. Disorder	yes
Becky N.	17	Trainable Program	Ambulatory. Independ. feeding and toileting with supervision. Partial part. in all domestic areas.	Severe MR Comm. Disorder	yes
Wally P.	18	Trainable Program	Ambulatory, independ. feeding and toileting. Communicates verbally and with lang. book. Partial part. in all areas.	Severe Meningitis at 18 months	yes
Roy P.	14	Nelson Dev. Center	Nonambulatory w/c. Self-feeding with assistance. Toilet conditioning. Partial part. in all domestic skills.	Postencephalopathy, subarachnoid hemorrhage Spastic Quad. Severe psychomotor	yes partial part.
Mark R.	21	Glenwood	Nonambulatory w/c. Toilet conditioning. Dependent in domestic skills. No language.	Delayed Psychomotor Dev.	no

Table 4 (cont'd.)

Student	Age	Previous Setting	Functional Ability	Disability	Vocational Workshop
Sylvia S.	16	Multicategorical Program	Ambulatory. Independ. feeding and toileting. Limited language. Partial part. in all domestic skills.	Severe MR Comm. Disability	yes

*w/c = wheelchair

All students in the Senior age classes range in age from thirteen to twenty-one years old.

Project Organization

The first step of the Monroe Project was a two-day workshop for all staff and administrators on curriculum and vocational program development. At the conclusion of this workshop, each participant wrote a contract which outlined objectives they would attempt to accomplish during the 1981-82 school year. The objectives included activities in the four curriculum domains of Vocational, Domestic, Recreation/Leisure, and Community Functioning.

After establishing individual objectives, those with similar activities were grouped according to committees in an attempt to coordinate effort and eliminate duplication. Each of the major committees were asked to meet, divide responsibilities, and occasionally report at program meetings. (See Figure 1.)

The success of these committees is obvious in the subsequent description of Project Monroe activities. By enlisting the cooperation of all staff, commitment to the Project's philosophy was solidified and continued program development was assured.

Parent Questionnaire on Curriculum

School Social Worker - Jim Barth
Psychologist - Greg Robinson
Three Primary SPH Teachers - Peggy Larson, Rachelle Brecht, Carolyn Becker
Intermediate SPH Teacher - Peggy Freitag
School Nurse - Jean Wilder

Recreation Devices and Adaptations

Physical Therapist - Jan Scharnberg
Two Primary SPH Teachers - Peggy Larson and Rachelle Brecht
Adaptive PE Instructors - Ann Savel and Julie Welch

Volunteer Community Jobs

Intermediate SPH Teacher - Mary Craven
Young Adult/Senior SPH Teacher - Gretchen Humiston
School Nurse - Jean Wilder

Interaction With Nonhandicapped

Primary SPH Teacher - Carolyn Becker
Young Adult/Senior SPH Teacher - Jean Davison
Psychologist - Greg Robinson

School-Based Workshop

Four Young Adult/Senior Teachers - Carol Dreasler, Linda Nelson, Jean Davison, Gretchen Humiston

School-Based Vocational Training

Two Young Adult/Senior Teachers - Linda Nelson and Gretchen Humiston

Curriculum Development

Intermediate SPH Teacher - Mary Aull
Speech Clinician - Julie Dolan
Consultant - Ruth Ann Schmidt

Figure 1
Committees

Grant

Consultant - Ruth Ann Schmidt
Lead Teacher - Susan Lagos
Primary Teacher - Peggy Larson
Intermediate Teacher - Mary Aull
Young Adult Teacher - Jean Davison

Data Collection Procedure

Psychologist - Greg Robinson

Home - School Intervention

Intermediate Teacher - Peggy Freitag

Figure 1 (cont'd.)
Committees

Curriculum Development

By John Nietupski, Ph.D.
Ruth Ann Schmidt
Una Schommer

Curricula for MSP students should promote independence at home, at work, and in the community. To attain this goal, the curriculum should have the following characteristics: a) longitudinal and comprehensive skill sequences, b) chronological, age-appropriate objectives, c) functional activities, d) partial participation suggestions, e) opportunities for interaction with nonhandicapped, and f) coordinated program efforts.

Longitudinal and Comprehensive Curricula

Longitudinal and comprehensive curricula embody at least two important components. First, they present a sequential hierarchy of skills, skills that build upon one another, such that a student does not engage in the same activities at age eighteen as they had engaged in at age six. Rather, skills taught at subsequent years in a student's program involve more complex requirements that extend a student's previously acquired skills. For example, a six-year-old MSP student's instruction in restaurant use skills might involve teaching him/her to select an open seat and indicate which of two teacher-presented choices (hamburger or hot dog) they wish to order. More complex restaurant use skills for older students or students who have acquired these and other rudimentary skills might be to use actual or simulated menus to order their own meal. Increasingly complex skills appropriate for some students might be to teach them to plan their meal "menu" (select a main dish - cheeseburger, side order - french fries, and beverage - Coke), determine its cost beforehand, bring sufficient money, order, and pay for the meal. Such sequential curricula should minimize the change that the MSP program for secondary students merely represents a rehash of activities experienced in their early school years.

The second component of longitudinal and comprehensive curricula is that they not be viewed as static, immutable end products through which all students must progress. It is anticipated that curricula will undergo considerable revision because: a) students present a wide skill range, thus requiring numerous individualized curricular modifications; b) curricula developed for the current secondary population will require extension as younger students possessing more skills reach intermediate and secondary age; and c) postschool environmental demands are likely to change across communities and over time. Thus, curricula development must be viewed as a long-term process in which parts are developed each year.

Close contact must be established and maintained between teachers of elementary and secondary age MSP students. Teachers of elementary age students should be aware of skills ultimately needed to function in less restrictive postschool environments and must begin addressing these instructional areas.

While many programs for younger MSP students subscribe to a normal developmental approach, we are advocating curricula referenced primarily upon demands of present and postschool environments. While some developmental activities will naturally occur, they might best be embedded within functional activities and contexts.

Community-referenced instruction cannot be postponed until students are secondary age. To do this would perpetuate the current situation in which secondary teachers frantically try to build in necessary functional skills in the limited time remaining in school. As younger students acquire rudimentary skills necessary for postschool survival, teachers of these students, as they become secondary age, will have more skills to build upon and will not have to resort to frantic "catch-up" attempts.

Teachers of secondary students also must keep in contact with elementary MSP teachers. Secondary teachers must be aware of skill repetoires of students arriving from elementary programs so that they might extend their curricula even farther.

Chronological Age Appropriate Objectives

Often educators and parents have relied upon the MA (mental age) of the student in determining skills to be taught. Thus, one observes a nineteen-year-old MSP student with a mental age of two years stacking rings on a dowel because nonhandicapped two year olds perform such skills. Rather than MA-referenced curricula, it is recommended that the objectives, materials, and instructional settings within the school should be consistent with the students' chronological age. Educational curricula must be developed to reduce the discrepancies between the MSP student and non-handicapped chronological age peers. MA-referenced curricula often serves to magnify, rather than reduce, this discrepancy. It is recognized that many MSP students may not be able to perform the wide range of skills exhibited by these nonhandicapped chronological age peers. However, educators must communicate the expectations of more adult-like behavior for MSP students to parents, employers, others in community environments, and the students themselves.

Functional Activities

Curricula for MSP students must address skills which are functional (i.e. necessary) in present and/or future community environments. When determining skills which will be/or are needed "out there", we must ask ourselves: a) if the student cannot do a given skill, would someone have to do it for him, b) is this skill needed to present or adult life, and c) are the materials/actions/conditions similar to those expected in "real life"?

Such questions would allow us to discard those skills which do not appear crucial for present or future success and concentrate on those skills that are important.

Partial Participation

Inability of MSP students to perform all aspects of a skill should not be an excuse for excluding students from participation in functional skill instruction. We must focus our attention on promoting at least partial participation in skills. Partial participation may be brought about by:

a. Adapting the task, for example, by changing the rules of the game, sequence of actions, or the material used.

b. Adapting the student through the use of prosthetic devices and equipment.

c. Involving the student in part of the task such as pairing two students to perform a paper route (a nonambulatory student folds and places rubber bands on newspapers and an ambulatory student with fine motor skill deficits delivers the newspapers).

These and other adaptations allow for some degree of participation in functional, normalized activities and a reduction in adult assistance necessary to maintain students in present or postschool environments.

Opportunities for Interactions With Nonhandicapped Persons

Since involvement in less restrictive Vocational, Domestic, Recreation/ Leisure, and Community postschool environments will result in contact between MSP and nonhandicapped individuals, programs should provide such integrative experiences throughout the school program years. That is, MSP students should have longitudinal interactions with both nonhandicapped chronological age peers and adults. This integration could take the form of either bringing MSP students into contact with the nonhandicapped population (i.e. library use training, store shopping, bus riding skills instruction) or bringing nonhandicapped peers into contact with MSP students (i.e. fourth grade tutors/partners working in MSP classrooms).

Systematic planning will be necessary for positive, mutually beneficial interactions to occur. Preplanning in the form of providing information about MSP students to nonhandicapped persons, training nonhandicapped tutors/partners/coworkers, and training MSP students themselves in rudimentary social skills such as eye contact, greetings, and appropriate interaction skills will be necessary. Ongoing efforts to determine the variety of interaction opportunities likely to be encountered in home, school, work, and community environments, and systematic training on skills involved in such interactions are extremely important if MSP students are to function in a heterogeneous world. Most importantly, programs cannot wait until a student is about to graduate to provide such interaction opportunities. The lengthy skill acquisition time of most MSP students, the need for long-term efforts to change community perceptions, and the potential benefits of normal peer models during a student's formative years require ongoing interactions to be an integral part of the total school program.

Coordinated Programming Efforts

We recognize that all professionals working with MSP students need to be concerned with providing skills necessary to live in the real world. Too often the programming provided by various instructors (i.e. teacher, aide, OT, PT, speech, and parent) is fragmented. The teacher does his/her thing in the classroom, the speech clinician takes the student to the speech room for 20 minutes, and the OT/PT takes the student to the therapy room for 30 minutes. This model does not encourage communication between paraprofessionals and often times, parents are uninformed or unaware of what is being taught their son/daughter. This traditional role of professionals cannot be maintained if the skills of the student are to be used in a functional context. An integrated therapy model for support services should be used to assess the student in natural environments, teacher cluster vs. isolated skills, and teaching skills with a variety of instructional materials, persons, and cues in natural environments.

Given this model for instruction, the staff at Monroe has made a concentrated effort to meet the rigorous demands of a functional, age-appropriate education for all students. The following pages will demonstrate the variety of activities which have been utilized in providing students with an education designed to prepare them to function maximally in a wide variety of community environments.

Primary Curriculum Activities

Listed below are teachers' activities which were developed in conjunction with the Project in the Primary level classes. P.P. indicates partial participation skills were taught during the activity.

Vocation: Students at this age level did not spend a concentrated amount of time in developing vocational skills. Instruction in this domain is given emphasis during the intermediate and young adult ages.

Domestic:

P.P. 1. Handwashing
P.P. 2. Wiping wheelchair tray
P.P. 3. Throwing washcloths in laundry basket
4. Picking up toothbrush, placing it in mouth
P.P. 5. Combing hair
6. Identification of personal clothing (i.e. shoes, coat, etc.)
7. Knocking cans into wastebasket
8. Ringing bell to gain attention
P.P. 9. Taking coat/hat off
P.P. 10. Picking up own toys
11. Identifying persons in classroom and family
12. Using least adapted equipment at lunchtime
P.P. 13. Developing appropriate eating skills
P.P. 14. Assisting in scooping of meal during lunchtime

Communication

15. Indicating desire for "more"
16. Communicating need for food or drink through eye gaze
17. Answering yes/no questions verbally or through use of language board (i.e. Do you want more?)

Recreation/Leisure:

P.P. 1. Playing piano with tongue depressors
2. Using an adaptive switch to turn equipment off and on
3. Story time
4. Talking books
5. Mobiles made of matchbox cars
6. Scooters
7. Movies
8. Sesame Street Educational Television
9. Teaching reach, bat, and grasp skills
10. Using a musical jewelry box to develop fine motor skills
P.P. 11. Listening to tape recordings of: family members reading stories, own sounds, familiar objects in daily environment--vacuum cleaner, telephone, etc.
P.P. 12. Rubik's cube
P.P. 13. Atari Video games
P.P. 14. Variety of toys (i.e. Light Brite, Melody Mike, Magical Musical Thing, etc.)

Community:

P.P. 1. Interaction with second graders from Tyler Elementary School
2. Developing weight bearing skills for: wheelchair, car, and toilet transfers
3. Walking school corridors appropriately (i.e. not sitting down or stopping due to distractions)
4. School mobility--moving on scooters in rooms and hallways
P.P. 5. Attending music and PE classes at local elementary school (began 4/82)

Intermediate Curriculum Activities

Listed below are teachers' activities which were developed in conjunction with the Project in the Intermediate level classes. P.P. indicates partial participation skills were taught during the activity.

Vocation:

1. Packaging gaskets

P.P. 2. Four-part latchhook packaging

P.P. 3. Sorting activities by hand or with eye gaze
    a. objects by color, shape, and size (i.e. pen cases)
    b. pop cans by color

4. Assembly/disassembly
    a. pens
    b. plastic watches
5. Grasp/release activities

P.P. 6. Letter folding using adapted jig

P.P. 7. Stamping preassembled county directories with Monroe's vocational stamp

P.P. 8. Collating notepads

P.P. 9. Laundry slip collection

10. Beginning instruction on using a variety of vocational jigs

Domestic:

1. Dressing skills

P.P. 2. Feeding programs--individualized to each student

3. Wiping and putting dishes away
4. 24 hour toileting programs

P.P. 5. Grooming skills (washing face, combing hair, brushing teeth)

6. Garbage collection--taking bag from classroom
7. Removing dirty lunch dishes from tray; depositing in sink

Communication

8. Communicating need for more to drink and eat through signing, use of tactile, and picture language boards

Recreation/Leisure Skills:

P.P. 1. Playing musical instruments

2. Playing school pinball machine
3. Use of record player and tape recorder with adaptive switches
4. Pop can bowling

P.P. 5. Story time

P.P. 6. Playing Atari-type games

P.P. 7. Art activities

8. Use of wind-up music box

P.P. 9. Modeling clay activities

10. Use of bell to indicate completion of activities

Recreation/Leisure Skills (cont'd.)

P.P. 11. Use of a variety of toys requiring development of fine motor skills (i.e. Legos, Lite Brite, etc.)
12. Special Olympics training and participation

Community:

P.P. 1. Interaction with second grade students from Tyler Elementary School
2. Developing weight bearing skills for: wheelchair, car, and toilet transfers
3. Wheelchair and scooter mobility
    a. acting as messenger--delivering notes
    b. going to cafeteria independently for lunch
    c. walking to another classroom for toileting
P.P. 4. Pushing cart with lunch trays for other students in classroom

Secondary Curriculum Activities

The following section contains an explanation and list of teachers' activities which were developed in conjunction with Project Monroe in the Senior/Young Adult classes.

An important aspect of programming for the four young adult classes and three intermediate classes was the Vocational domain. Due to limited space, a school-based workshop was established in a young adult classroom. Twenty students participated in the vocational workshop while other students were trained in specific vocational activities in the classroom. The amount of time during the day which was spent on vocational activities was determined by the following age parameters:

Age	Time Devoted to Vocational Skills
6 - 10	30 minutes
11 - 15	1 hour
16 - 18	2 hours
19 - 21	3 hours

Workshop Schedule

The vocational day was divided into three workshop sessions which are listed below. Students were scheduled for workshop involvement on an individual basis by their classroom teachers and were required to check in and out with name cards at each session. Rate and accuracy charts were also kept on specific students during job training to monitor achievement. In addition to these work times, other vocational custodial work was completed throughout the day.

Vocation Session I	9:30 - 10:15
Break	10:15 - 10:35
Vocation Session II	10:35 - 11:00
Vocation Session III	12:30 - 2:00

Supervision during Session I and II was provided by teachers and/or paraprofessionals from each young adult class. These times were set aside for acquisition and training of new skills. Vocation Session III was directed by the teacher and paraprofessional in whose class the workshop was located. A prerequisite for participation in the third vocational session was independence in completion of activities due to limited supervision.

During the third session, students were given a specific number of activities to complete during their worktime. If the activity was finished according to predetermined accuracy and productivity standards, the student was awarded a coin for his/her work and replenished the work station, continuing with the activity until the buzzer signaling the end of the work session was sounded. Another coin was then awarded for work exceeding the preset expectations. The students were then allowed to trade in their coins for a variety of reinforcers (sugarless gum and candy, baseball and football cards, etc.).

Obtaining Industry/Manufacturing Materials

Prior to implementation of Project Monroe, the vocational staff was limited to training students in simulated vocational, custodial, and some volunteer activities. These limitations were due to restricted contact with community industries and manufacturers and a curriculum which had not placed as great an emphasis upon training severe/profound students in vocational activities. Project Monroe provided the impetus for teachers and support staff to seek assistance in obtaining work materials from the community's industries.

A survey of industry and manufacturing jobs completed at the local sheltered work activity center was taken. This step was considered vital as teachers saw the necessity for continuity in training between the school and the students' future programs. The lead teacher and Grant Wood Area Education Agency consultant then compiled a list of industries which were contacted in regard to obtaining the necessary work materials. Acting as liaison between school and community, the lead teacher then toured each facility and obtained the donated materials from each manufacturer. The work activity center also donated materials to the facility to assist in training. Prior to instruction, a task analysis of each job was completed. These industry-based jobs provided the necessary connection between Monroe and the work activity center and served as a springboard for on-the-job training of a 1982 Monroe graduate.

Obtaining Volunteer Work

An equally important community contact for vocational training resources was the coordinator for the Volunteer Jobs Committee. Throughout the year, students corrected and collated county directories and folded and stuffed envelopes for a number of community agencies. Upon completion of each volunteer job, all of the items were stamped with Monroe's vocational workshop imprint to publicize our services.

Work from industry and volunteer sources in conjunction with school custodial and domestic activities comprised the senior vocational curriculum during the year. Many of the activities afforded good opportunities for instruction in partial participation skills for lower functioning students. More information in regard to specific activities completed independently and through partial participation across all four domains is provided in Figure 1.

Vocational Activities/Skills (including school-based workshop):

1. Midland Forge (four-part latchhook packaging with instruction card)
PP 2. Cherry Burrell (12-gasket packaging)
3. Square D sorting materials
4. Square D (seven-part materials packaging)
PP 5. Lab cup cleaning
6. Pop carton cleaning and sorting
7. Color coding school laundry slips
PP 8. collating five-page teacher notepads

Vocational Activities/Skills (simulated jobs):

1. Packaging objects in ziplock bags
2. Stuffing letter-size styrofoam cards into business envelopes
3. Assembling plastic watches (three-part assembly)
4. Assembling pens (four-part assembly)
5. Film can packaging
PP 6. Sorting pen barrels by color

Vocational Activities/Skills (volunteer work):

1. Cutting 250 scrub pads for Extol Cleaning Service
2. Stuffing student and teacher "Take Pride in Iowa" packets for CREA (Cedar Rapids Education Association)
3. Folding/stuffing 700 library bond issue letters for Mechanicsville, Iowa
PP 4. Folding and stuffing 500 letters/envelopes for Cedar Rapids Information and Referral
PP 5. Folding and stuffing 10,000 envelopes/pamphlets for League of Women Voters
6. Corrected 195 Washington County Directories (100+ pages) by replacing two sheets for Cedar Rapids Information and Referral
PP 7. Collated 187 Jones County Directories (100+ pages) for Cedar Rapids Information and Referral
8. Collated 250 Linn County Directories (100+ pages) for Cedar Rapids Information and Referral

Vocational Activities/Skills (completed outside of school-based workshop):

PP 1. Silverware sorting
PP 2. Gasket packaging--transfer package with peer prompt
PP 3. Milk carton and napkin disposal
PP 4. Laundry sorting
PP 5. Stamping directories with Monroe print
PP 6. Sorting tasks--by color, size--up to six items
PP 7. Placing lab cups in drainer
PP 8. Pegboard use to facilitate future fine motor work skills

Figure 1

Domestic Activities (outside of classroom):

PP 1. Classroom cleaning
PP 2. Workroom cleaning and set up for next day
PP 3. Laundry sorting/folding/delivery of orders (within school building)
PP 4. Filling and packaging laundry orders
5. Trash collection
6. Soiled laundry collection
PP 7. Bussing school lunch trays
8. Washing cafeteria tables
9. Tray rinsing (in cafeteria kitchen)
10. Operation of washer and dryer (to begin shortly)

Domestic Activities (inside classroom):

PP 1. Grooming skills (washing face and hands, combing hair, and brushing teeth)
PP 2. Tray clean-up
3. Putting soiled laundry in basket
4. Washing and rinsing dishes
5. Pouring own milk at lunch
6. Eating from lunch tray as opposed to scoop dish (using less adapted materials)
PP 7. Feeding programs--individualized to each student
8. Twenty-four hour toileting programs
PP 9. Lunch preparation--getting spoon, glass, bib, washcloth out
PP 10. Wiping face with washcloth during lunch
11. Using grooming chart
12. Dressing/undressing skills
13. Breakfast clean-up
PP 14. Trash pick-up--in room

Communication

15. Communicating desire for food, drink, toilet via use of language books and boards

Recreation/Leisure Skills:

PP 1. Use of record player and tape recorder with adaptive switches
2. Wheelchair and scooter mobility
PP 3. Use of pinball and foosball machines
4. Movies
PP 5. Cooking and baking for profit
6. Eating out at restaurants (ordering meal with language card)
PP 7. Making own lunch
8. Bowling one time per month (riding city buses)
9. Camping one time per year
PP 10. Appropriate peer interaction skills during recreational activities
PP 11. Physical education classes
PP 12. Special Olympics training and participation

Figure 1 (cont'd.)

Community Mobility:

1. Riding city buses
PP 2. Car, wheelchair, and toilet transfers
3. Scooter and wheelchair mobility
4. Weight bearing--to facilitate ease of transfers

Figure 1 (cont'd.)

Example Goals and Program Strategies

The following pages contain sample programs written for a wide variety of students whose needs are served by the Monroe Developmental Center. The students are listed by age, mental, and physical disability.

Student: Primary, severe MR, minimal physical disability

Domain: Community Mobility

Goal: The student will become functionally mobile at school.

Strategies/Methods:

The student will:

1. crawl to adult a distance of 10' when asked to "come". May pair command with a favorite toy or activity.
2. walk with one hand held to a functional activity (to toilet, to table, to lunch, to sink to wash hands).
3. pull up to stand three times daily.
4. balance independently in standing.
5. walk 6' independently to adult
6. walk all functional distances in classroom.

Communication

7. Adult shows picture representing a functional activity and says, "It's time to eat. Come to your table." or "It's time to go to the bathroom." The steps leading to the goal would be a system of prompts to touch the picture, eventually leading up to the child initiating the communication.
    a. Adult gives student total physical assist to touch picture, paired with a verbal cue, "Touch bathroom." Student would then walk to bathroom unassisted.
    b. Adult gives partial physical assistance. Student proceeds to bathroom unassisted.
    c. Identical to situation above but with gestural cue.
    d. Verbal cue.
    e. Student responds spontaneously upon seeing picture and walks to the bathroom.

Student: Primary, severe MR, minimal physical disability

Domain: Domestic

Goal: The student will independently scoop food.

Strategies/Methods:

1. Begin with total physical assistance.

2. Gradually reduce level of assistance by: a) placing hand over hand, assist closer to trunk (i.e. move from hand to wrist to elbow) and/or b) using system of prompts from total physical, partial physical, gestural, verbal to independent scooping.
3. Begin initially with preferred foods, then generalize.
4. Provide built-up spoon and scoop dish initially. Try to normalize to regular utensils.
5. Practice scooping motion in play activities, i.e. using sand shovel and bucket to shovel sand, corn, cereal, etc.

Student: Primary, severe MR, minimal physical disability

Domain: Recreation/Leisure

Goal: The student will engage in age-appropriate two-handed activities.

Strategies/Methods:

1. Start with large objects, both hands performing same function such as play dough, rolling pin, cymbals, wiping in hand lotion.
2. Advance to toys requiring hands to perform separate functions, i.e. egg beater--play cooking, stirring--play cooking, opening jars, winding up a jack-in-the-box.
3. Begin activities with total physical assistance.

Communication

4. Trainer gives student the direction to look/touch prior to beginning the two-handed activity and then gives total physical assistance to touch of physically turning head toward a given object. Fade prompts to independent play with two-handed activities.

Student: Primary, severe MR, nonambulatory

Domain: Community Mobility

Goal: The student will develop functional mobility at school while placed on a scooter.

Strategies/Methods:

1. Place student on prone scooter with dycem booties (see adaptive equipment
2. Initially, pair mobility with a favorite recreation/leisure activity. For example: push scooter to tape recorder, push scooter to knock over stacked cans.
3. Start with a small distance and gradually increase.
4. Pair scooter mobility with a functional activity. Work toward developing symbols to represent activities such as glass or spoon to represent lunch. Example: "It's time to eat. Find your glass and spoon." After she does so, trainer says, "Come to the table." Activities should be kept in the

same place so the student can "map" where they are located. In the case of this example, the trainer would continue to pair the feeding items and idea of coming to the table until the student could independently be told it was time to eat and would respond by moving to his/her lunch table.

Student: Primary, severe MR, nonambulatory

Domain: Recreation/Leisure

Goal: The student will develop independence in a leisure activity.

Strategies/Methods:

1. Inventory toys and devices of interest, using family input.
2. Try three switches: mercury head switch, pressure switch, on/off box switch.
3. Try three positions: in wheelchair, in sidelying, prone over a wedge.
4. Devices: tape recording of family member reading story, tape of favorite music, talking books, Mr. Big Mouth--adapted game, adapted train, etc.
5. Use system of prompts starting with total physical and fading.
6. Mercury head switch can be measured by baseline without switch. Time seconds head in neutral position without switch, then time after head switch is in place.
7. Precede activities with range of motion and relaxation exercises.
8. Precede activity with picture board. Have the student eye point to his choice of activities.

Student: Primary, severe MR, nonambulatory

Domain: Domestic

Goal: The student will communicate his/her needs at appropriate times.

Strategies/Methods:

1. List student's daily schedule both at home and at school based on input from home.
2. Take photographs, find pictures, make line drawings, and/or use symbols to represent each event in student's day or parts of events during the day, i.e. glass and spoon to represent a meal.
3. Familiarize the student with each picture during the day at the functionally appropriate time.
4. Follow a developmental sequence for communicating a basic need:
    a. "This is your scooter. Look at your scooter (as trainer points to it). It's time to ride your scooter."
    b. "This is your scooter. Time to ride your scooter. Look at your scooter."
    c. "Time to ride scooter. Look at your scooter."
    d. "Time to ride scooter. Look."
    e. "Time to ride scooter." Student responds by looking at picture spontaneously.
    f. Introduce another picture and repeat sequence 1-5.
    g. "What do you want to do?" Work from here to a spontaneous response.

Student: Primary, profound MR, minimal physical disability

Domain: Community Mobility

Goal: The student will increase independence by walking on various terrains.

Strategies/Methods:

1. Daily experience in and around the school building, i.e. walking up and down stairs with a railing, walking up and down curbs and ramps, walking across the schoolyard with uneven grassy surfaces, getting in and out of a car.
2. Balance and strengthening activities such as riding a tricycle, rocking horse, crawling up and down a foam wedge.
3. Initially give physical assist by holding hand, then gradually withdraw support.
4. Before beginning each activity, show the student the picture representing the activity and give the verbal cue to touch the picture. Follow with the prompting system. Then introduce two pictures and begin a discrimination task.

Student: Primary, profound MR, minimal physical disability

Domain: Domestic

Goal: The student will partially participate in self-care.

Strategies/Materials:

1. Hand-over-hand training, backward chaining techniques, system of least prompts.
2. Suggested activities: scooping, holding glass, wiping face, washing table, throwing milk carton away, placing dishes in sink, etc.
3. For functional object identification, begin with a "touch" request using the system of least prompts.
4. Use verbal directions during any of the activities.
5. Expand upon functional object identification when one item is learned by adding a second item to be discriminated.

Student: Primary, profound MR, minimal physical disability

Domain: Recreation/Leisure

Goal: The student will develop independence in a leisure skill.

Strategies/Methods:

1. Use switches for simple activation of tape recorder of favorite music, people, own sounds, radio, TV, electronic games, slide projector, etc.
2. Provide hand-over-hand assistance in age-appropriate two-handed activities, such as those listed in primary, severe MR, minimal physical disability.
3. Inventory all sensory aspects of what interests the student: visual, audial, etc.

Student: Primary, profound MR, nonambulatory

Domain: Domestic

Goal: The student will consistently respond to stimuli with yes/no responses.

Strategies/Methods:

1. Inventory several kinds of sensory input and record student's responses.
2. Gather information from home as well as school to obtain a list of sensory input.
3. Also, gain input from home in regard to student's responses.

Date	Stimulus	Vocal	Movement	Eye Gaze	Etc.
	Lights				
	Music				
	Etc.				

4. If a consistent pattern of responses occurs, isolate the stimulus and begin programming for yes/no.

Student: Primary, profound MR, nonambulatory

Domain: Recreation/Leisure

Goal: The student will develop an independent recreation/leisure skill.

Strategies/Methods:

1. Shape random arm movements to purposeful ones. Baseline the number of arm movements, then attach a wrist cuff which is attached to a toy that will create an auditory and visual spectacle (mobile with bells, beach ball with chimes, etc.). When rate of interaction with toy is high, gradually reduce the level of assistance by fading the wrist cuff. Begin decreasing the size of toy, requiring more precision. When movements are precise and high frequency, substitute a pressure.
2. Positions: in wheelchair, sidelying in sidelyer.
3. Range of motion, relaxation to increase the ease of movement during the activity.

Student: Primary, profound MR, nonambulatory

Domain: Community Mobility

Goal: The student will actively participate in transfers.

Strategies/Methods:

1. The student will bear weight on legs when placed standing up to a shelf or diapering table. Increase the time of weight bearing.
2. The student will actively assist in going from sitting to standing. Start from a nearly standing position and gradually move to a near sitting position.
3. Range of motion, kneeling with support, assisted squats, prone stander.

Student: Intermediate, severe MR, minimal physical disability

Domain: Community Mobility

Goal: The student will participate in a regular education class on a weekly basis.

Strategies/Methods:

1. Participate in a second grade music class.
2. Practice getting in and out of car for transportation.
3. Respond to greetings from new students and staff appropriately.
4. Transportation--provided by parents, support staff, classroom teacher.

Student: Intermediate, severe MR, minimal physical disability

Domain: Domestic

Goal: The student will develop independence in simple food preparation.

Strategies/Methods:

1. At functional time, student can help with other students' lunch, snack preparation for self and others.
2. Pour milk from carton into glass using system of least prompts and working toward filling a smaller glass.
3. Preparation of two snacks independently, i.e. crackers and peanutbutter, bread, butter, and jam.
4. Assist in clean-up/dishwashing. Return items to refrigerator.

Communication Strategies:

5. Recognize objects by function, identify packaged food items, understand specific directional words.

Student: Intermediate, severe MR, minimal physical disability

Domain: Recreation/Leisure

Goal: The student will develop appropriate recreation/leisure skills.

Strategies/Methods:

1. Inventory interest in age-appropriate activities.
2. Indicate choice of activity verbally or through a combination of augmentative modes (sign, language board, etc.).
3. Train skills using chaining, system of least prompts.
4. Suggestions of skills/activities: pinball, operation of tape recorder, radio, comics, magazines, games, musical instruments, playground equipment, etc.

Student: Intermediate, severe MR, minimal physical disability

Domain: Vocational

Goal: The student will participate in the school-based workshop using an incentive system.

Strategies/Methods:

1. Train in classroom and workshop. Classroom--30 minutes, workshop--15 minutes.
2. Draw from existing workshop jobs.
3. Initially have student exchange token immediately for quickly consumed edible reinforcer. Gradually increase the number of finished products needed and number of tokens needed for reinforcer.
4. Student indicates which reinforcer is desired.

Student: Intermediate, severe MR, nonambulatory

Domain: Domestic

Goal: The student will communicate functional needs.

Strategies/Methods:

1. Inventory child's daily schedule to determine needs which will be necessary for him to communicate.
2. Gather input from home and school.
3. Introduce communication of such needs during the time in which they occur.
4. Have the student touch, look at, or say (depending on ability) the object representing the desired choice.

Student: Intermediate, severe MR, nonambulatory

Domain: Vocational

Goal: The student will participate in a vocational activity.

Strategies/Methods:

1. Provide physical assistance needed by child, allowing as much independence as possible.

2. Example: Sorting pop cans by color. Student uses eye gaze to indicate which bin each pop can goes in. Example: Packaging gaskets. Student picks up gaskets with total or partial physical assistance, bags them, and independently transfers the finished product to the work container. Example: Student completes as much of any of the activities as is able, then rings bell to ask for assistance.
3. Employ incentive system.
4. Train in classroom and school-based workshop.

Student: Intermediate, severe MR, nonambulatory

Domain: Community Mobility

Goal: The student will improve community and school mobility. The student will interact with nonhandicapped peers.

Strategies/Methods:

1. Transfers, weight bearing for toilet, car and wheelchair mobility.
2. Mobility: scooters, pushing wheelchairs with hands and pulling wheelchairs with feet.
3. Interaction with nonhandicapped--second graders in building, attending regular gym and music classes, going out to eat.

Student: Intermediate, profound MR, minimal physical disability

Domain: Vocational

Goal: The student will participate in a vocational activity.

Strategies/Methods:

1. Partial participation of a variety of vocational tasks.
2. Backward chaining, determine effective reinforcer.
3. Shape existing arm movement to complete a vocational task, i.e. a pounding movement can be shaped to stapling or stamping items.

Student: Intermediate, profound MR, minimal physical disability

Domain: Community Mobility

Goal: The student will develop independent school mobility.

Strategies/Methods:

1. Find own room, find lunchroom.
2. Start by adult supervising movement and gradually fade.
3. Begin with short distances, increase them over time.
4. Use pictures to supplement verbal command of where student is to go. The student might also carry a picture of the location with him/her.
5. Teach the student to assist by pushing another child in a wheelchair to destinations learned through training.

Student: Intermediate, profound MR, minimal physical disability

Domain: Domestic

Goal: The student will improve his/her eating skills to prepare for eating at a restaurant.

Strategies/Methods:

1. Mini meal--neatly eat a small portion of preferred food, training at times other than mealtimes.
2. Gradually work from adapted dish and spoon to normal equipment.
3. Train in appropriate manners.

Student: Intermediate, profound MR, nonambulatory

Domain: Recreation/Leisure

Goal: The student will develop an appropriate recreation/leisure skill.

Strategies/Methods:

1. Use of age-appropriate devices and simple switches.
2. Train using shaping of any random or voluntary body movement.
3. Use total physical assistance and fade.
4. Inventory all sensory input.
5. Determine consistent response to stimuli for purposes of choosing recreation/leisure activities in a systematic way.

DAYS	1	2	3	
Headphones				
Lite Brite				
Swing				

Student: Intermediate, profound MR, nonambulatory

Domain: Domestic

Goal: The student will eliminate in toilet with 50 percent accuracy.

Strategies/Methods:

1. Complete a wet/dry assessment, checking diapers every 30 minutes.
2. Determine best time to be placed on toilet by results of chart.
3. Use adapted toilet.
4. Use home/school 24 hour toileting chart.
5. Reinforce successful eliminations.

Student: Intermediate, profound MR, nonambulatory

Domain: Vocational

Goal: The student will participate in a teacher-selected activity.

Strategies/Methods:

1. Hand-over-hand assistance in vocational activities: stapling, operating three-hole paper punch, stamping finished work with Monroe stamp, putting lab cups into drainer, etc.

Student: Intermediate, profound MR, nonambulatory

Domain: Community Mobility

Goal: The student will partially participate in school mobility projects.

Strategies/Methods:

1. Story.
2. Pick up laundry/attendance sheets.
3. Take lunch money to secretary.
4. Get lunches for classroom.
5. Deliver refrigerator items to classrooms (juice, milk, etc.).

Student: Senior, severe MR, minimal physical disability

Domain: Community/Recreation/Leisure

Goal: Using a picture menu, the student will independently order a meal at a fast food restaurant.

Activity	Activity Description	Degree of Student Participation
1. riding bus	1. safety rules, survival sign knowledge	1. with adult supervision
	2. identification of bus stop, correct bus	2. independent
	3. identification of correct change for fare	3. use student ticket instead of money
	4. identification of where to get on/off bus	4. with adult supervision
2. ordering food at restaurant	1. identification of correct restaurant	1. independent
	2. common courtesy before, during, and while awaiting order	2. independent
	3. paying for food	3. use prepared order cards independently, paying with minimal supervision
	4. Leaving ordering area and locating seat	4. independent
3. eating	1. good manners	1. independent
	2. disposal of trash	2. independent
	3. using bathroom facilities	3. independent
	4. leaving restaurant	4. independent

Activity	Activity Description	Degree of Student Participation
4. return to school on bus	1. same as #1	1. same as #1

Student: Senior, severe MR, nonambulatory

Domain: Vocational

Goal: The student will complete two vocational activities on a daily basis at a predetermined rate of success.

Activity	Activity Description	Degree of Student Participation
1. lab cup cleaning	1. clean marked lab cups with scrub pad	1. partial participation--hand-over-hand assistance
	2. place in rinse water	2. independent
	3. remove and dry lab cups	3. independent with adapted elasticized towel
	4. store lab cups	4. independent
2. gasket packaging	1. place 12 gaskets on jig	1. limit number to four independent, eight when doing hand-over-hand assistance
	2. locate bag and place gaskets in bag	2. independent with bag placed in can for stationary positioning
	3. transfer completed bag to work box	3. independent or with minimal assistance to remove bag from can before transfer

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Student: Senior, profound MR, minimal physical disability

Domain: Domestic

Goal: The student will complete a domestic activity on a daily basis at a predetermined rate of success.

Activity	Activity Description	Degree of Student Participation
1. after lunch, grooming a. brushing teeth b. washing face c. combing hair	1. locate toothbrush, toothpaste, and prepare toothbrush	1. independent location of items with training. Partial participation on applying toothpaste
	2. brush teeth	2. partial participation
	3. return toothbrush to holder	3. independent
	4. mark/check off grooming chart	4. independent with training
	5. locate washcloth, soap	5. independent with training

Activity	Activity Description	Degree of Student Participation
after lunch grooming (cont'd.)	6. turn on water and prepare washcloth	6. independent turning on water, hand-over-hand washcloth preparation
	7. wash face and dry face	7. partial participation
	8. dispose of laundry	8. independent
	9. mark/check off grooming chart	9. independent with training
	10. locate comb and brush	10. independent with training
	11. brush and comb hair, return items to original location	11. partial participation
	12. mark/check off grooming chart	12. partial participation

Student: Senior, profound MR, nonambulatory

Domain: Domestic

Goal: The student will prepare his/her table for lunch and grooming.

Activity	Activity Description	Degree of Student Participation
1. set up table for lunch	1. locate lunch box without lid	1. independent
	2. remove bib, washcloth, glass, and spoon, and place them on table	2. independent
	3. remove box from table	3. partial participation
2. set up table	1. locate grooming box without lid	1. independent
	2. remove toothbrush, toothpaste, comb, and washcloth and place them on table	2. independent
	3. remove box from table	3. partial participation

Integrated Therapy and the IEP

At the beginning of the year, the support personnel wondered how they would fit into the Project's overall goals and objectives. Nearly a year later, we believe we've found some direction toward that answer.

The first step taken by OT, PT, and speech was to examine the IEP process. In order to fulfill what we considered to be our obligation, to support the classroom teacher, a different approach to IEP writing was used. This approach was modified from one presented at the Iowa workshop of the American Occupational Therapy Associations Program by Elnora Gilfoyle. At this workshop, Ms. Gilfoyle outlined her IEP approach, i.e. Training: Occupational Therapy Educational Management in Schools (TOTEMS).

The TOTEMS approach is a thought process to guarantee educational relevance. The main components of this process are as follows:

Presenting Problems by Domain--What does the teacher or parent think are the primary educational problems? If the teacher as facilitator of the team identifies the problem areas, the team can be assured of classroom relevance and the greatest chance all members will work toward that goal.

Data Base--The gathering of information to tell us why the problem exists and where the child's present level of performance is. Team members can use their areas of expertise to help give direction toward individual goals (i.e. speech clinician's data base helps determine that a picture card will be needed for the student to order a lunch at Hardees, PT's data base helps decide how student will independently travel to toileting area to indicate need to use toilet, etc.).

Present Level--Data-based description of the behavior to be changed.

Projected Educational Outcome--What the team hopes to achieve in the long run related to the present problem. If present objectives do not relate to long-term goals, why should these objectives be included in the educational program?

Annual Goals--Are behaviors or actions necessary to achieve the projected outcome?

Performance Objectives--Should be measurable with conditions listed, be observable, and have the level of proficiency included. The objectives represent progress toward the goal and relate to data collection procedures in the classroom.

Methods, Strategies, Activities--How to meet the objective. Team members who have difficulty with "role release" can justifiably use this area to write in their discipline-related methods, such as range of motion/relaxation as a strategy to enable arm movement needed to activate a leisure device. In the Domestic domain, a goal for independent toileting may have a communication strategy of pointing to a picture of a toilet on a language board. For support services personnel, the TOTEMS method resulted in the integration of support staff expertise into the student's behavioral objectives and teachers' instructional strategies.

The thought process of TOTEMS related directly to IEP writing (i.e. data base, present level, annual goal, objectives) since several of the areas existed directly on the form. It also changed team members' views on service delivery and prompted the integration of support staff expertise into each student's total program.

The ultimate test of this approach will be the extent the objectives are carried out in the classrooms. This process is novel for teachers and support services personnel and will need to be evaluated periodically. The TOTEMS process appears to be a good mechanism through which integrated therapy can be implemented and evaluated.

Adaptive Devices

An important aspect of Project Monroe's curriculum development during the year was in the area of adaptive devices. Through the use of these devices, student participation in activities was increased due to simplification of what may have been impossible tasks. Although an encouraging beginning was made in this area, plans are still being made to further develop this program facet. Recently, funding was secured for the development and purchase of adaptive recreation/leisure materials through a teacher incentive grant. Listed below are adaptive devices and toys which were found useful during the year (*highly recommended).

Recreation/Leisure Adaptations

The following reference and summary of the toy committee's activities represent Project efforts designed to enable more students to independently act in their environment.

Homemade Battery Powered Toys and Educational Devices for Severely Handicapped Children by Linda J. Burkhart
Cost: $5.00 + $1.00 postage and handling. Mail to:

Linda Burkhart
8315 Potomac Avenue
College Park MD 20740

From this catalog, the following adaptive switches were purchased.

1. Pressure switch--cost: $24.50
   It has a 7 x 10 inch surface, a touch anywhere on it will activate the switch. It requires constant touch to keep the switch on. It will plug into a cassette tape player that has a jack labeled remote or with a battery adapter, it can operate battery toys with an on/off switch.

   Uses: Because it requires constant pressure, it is good for decreasing self-stimulatory behaviors with the hands, such as hand gazing, "flicking", or hand biting. It can be used behind a child's back in a chair to encourage sitting up.

2. Head control switch--cost: $16.95
   A mercury switch which a child can use to turn on a toy or tape recorder by lifting his head. It can be pinned in the child's hair using a barrette, head band or bobby pin, or taped to a hat. It can also be used by taping it to a child's shoulder.

3. Four battery toy adapters--cost: $24.95
   Battery toys which have been adapted so far are: Tuneyville Tooter and Mr. Big Mouth game.

Among other switches that were purchased for programmatic purposes were those made by a Monroe parent and one of the teachers.

1. On/Off pressure switch
   Developed by one of our parents. This is similar to the other pressure switch except it doesn't require steady pressure. It can be used similarly, however, it is easier for severely handicapped students to first learn on this switch if they cannot hold the other pressure switch down long enough to be reinforced. Another use is to place the switch in a container to work on grasp/release skills. As an object drops into the container, it activates the switch delivering immediate reinforcement.

   This clever parent also made mercury head switches for $2.50, the on/off pressure switches cost $6.50, and he adapted our tape recorders which did not have any remote jacks for 60¢ . He also made a 10 foot extension cord to go between the switch and the toy for $2.20. This provides moving toys a little leeway. Our helpful Dad shopped primarily at Radio Shack but also bought at other stores to get the best deal. He made 10 head and of/off pressure switches for us at cost.

2. On/Off electrical switch--cost: $3.40
   An adapter purchased at a hardware store. It consists of a male and female plug with a light switch-type switch turning current off and on.

   Uses: Plug radio, TV, Lite Brite, or record player into device and the device into the extension cord which is, in turn, plugged into the wall. This switch works well for many of the less physically handicapped. It does operate with wall current so it must be supervised.

3. A similar device to the one mentioned previously was made by a teacher using a sensitive wall switch, placing it in the middle of an extension cord, and then encasing the switch in a plywood box. This allows more physically handicapped students to operate wall current devices.
   Cost: under $5.00

Research by the toy committee was aimed primarily toward age-appropriate toys which would not require adaptation or were easy to operate for the less physically handicapped. Admittedly, limited according to age-appropriate criteria for older students, the following list was identified from a survey of commercially available materials:

Road Race Sets--the most inexpensive road race sets were too hard for the students to operate. The one purchased kept jumping the track even when the teacher operated it for the students.

Musical Toys

Soft Sounds--(Kenner) operates by a simple pounding motion, requires considerable force. No battery.

Melody Mike--(Gabriel) battery operated and hard for the students to open but easy to operate the keys for music.

Magical Musical Thing--(Mattell) looks less childish. Very easy to make music with a soft touch.

Play and Play Back Organ--(Kenner) plays notes or tunes. Requires ability to press a key.

Alphie--(Playskool) a computer-type musical toy. Requires a downward push and release to activate.

Merry-Go-Zoo and Merry-Go-Copter--(Tomy) creates a continuous movement driven by a battery-powered car. Once set in motion, movement repeats and is attractive to many students.

Other activities not requiring adaptation for many children: piano, electric organ.

Other Adaptive Equipment

We were very interested in trying some of our students in an electric wheelchair. Although we did not find anyone willing to leave a chair with us, we did have a representative spend a few hours in our building. Of course, that brief encounter was not enough on which to base a purchase. An electric wheelchair simulator was loaned to us for several weeks. This is a battery-powered box with a "joy stick" switch. The box had small red lights labeled forward, reverse, left, and right with one light between each. The "joy stick" position determined which light would be lit up. This served primarily as entertainment for most students but did give us an idea of whether a student had the motor ability to operate the electric wheelchair switch.

Many adapted toys and switches are available inexpensively through the Pioneer Club. They have a catalog available and are willing to make items to specifications. We submitted a long wish list to them this spring and are waiting eagerly for a response. The Pioneer Club can be contacted through the Bell Telephone System.

Vocational Jigs

Vocational jigs are physical adaptations to a task that enable students to complete various jobs with higher accuracy and with greater degrees of independence. Figures 1-4 provide the reader with several examples that were developed as part of Project Monroe.

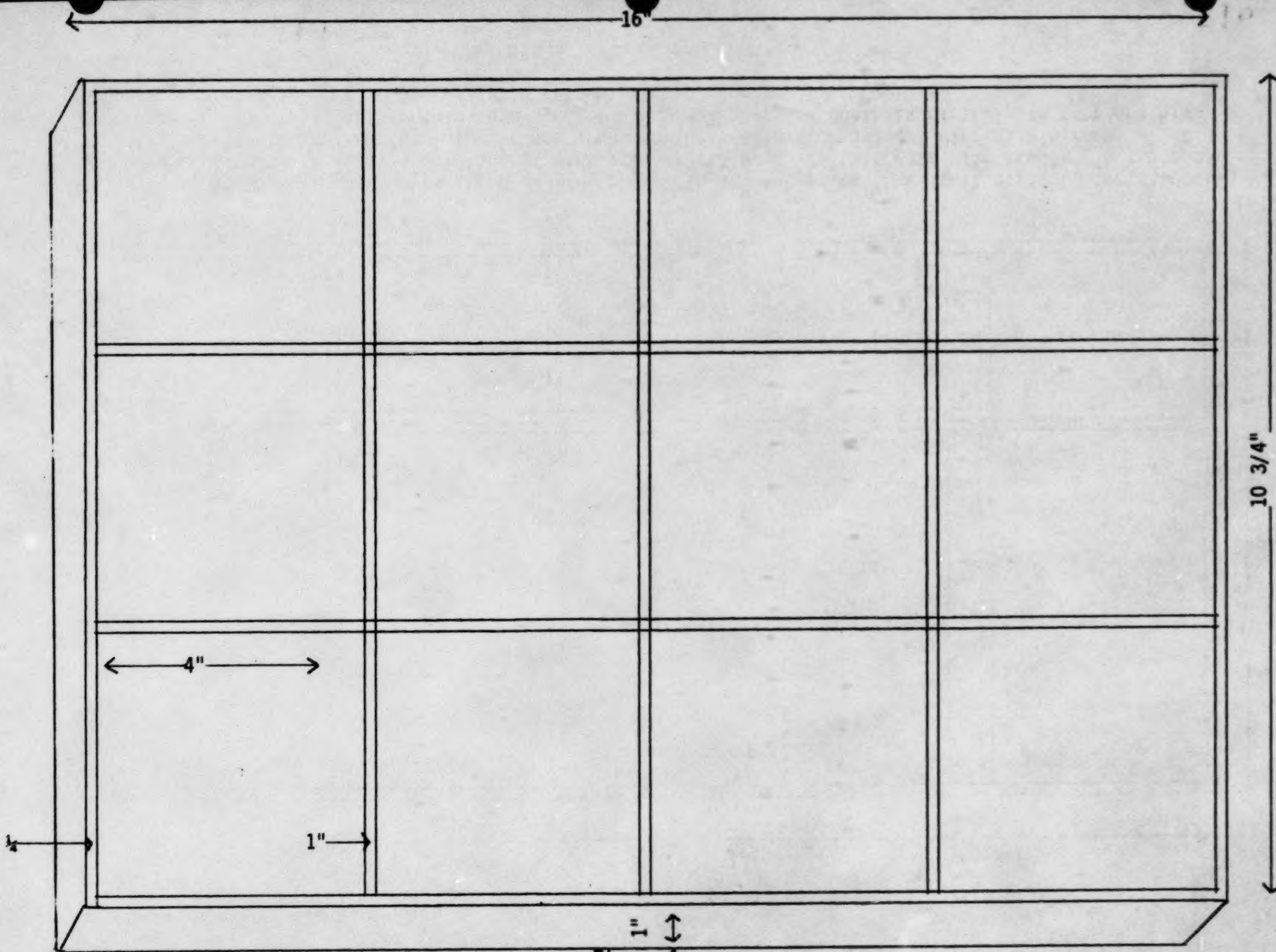

Figure 1
Twelve Casket Packaging Jig

This jig was made of sturdy cardboard but plywood would be more durable. The device is used as an alternative to teaching students counting up to 12, which is often an impossible task.

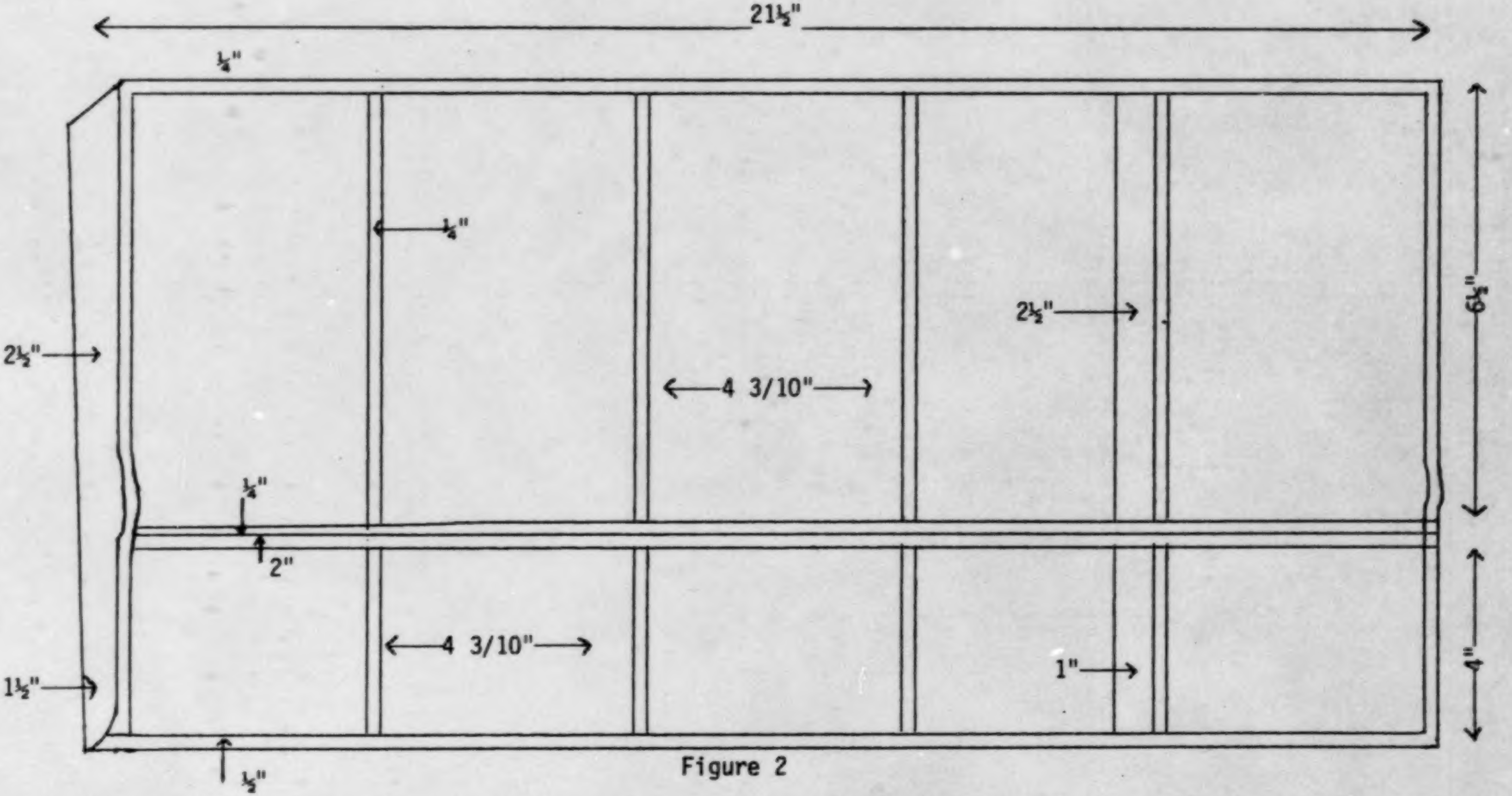

Figure 2

This jig is similar to the one on the preceding page with the exception that it is designed for students who have difficulty in placing only one of each item in the bag. In this case, the student is trained to bring one item down from the larger compartment to the smaller compartment directly in front of it. When each small compartment contains one item, the student bags the contents directly in front of him. This jig was also made by school district carpenters.

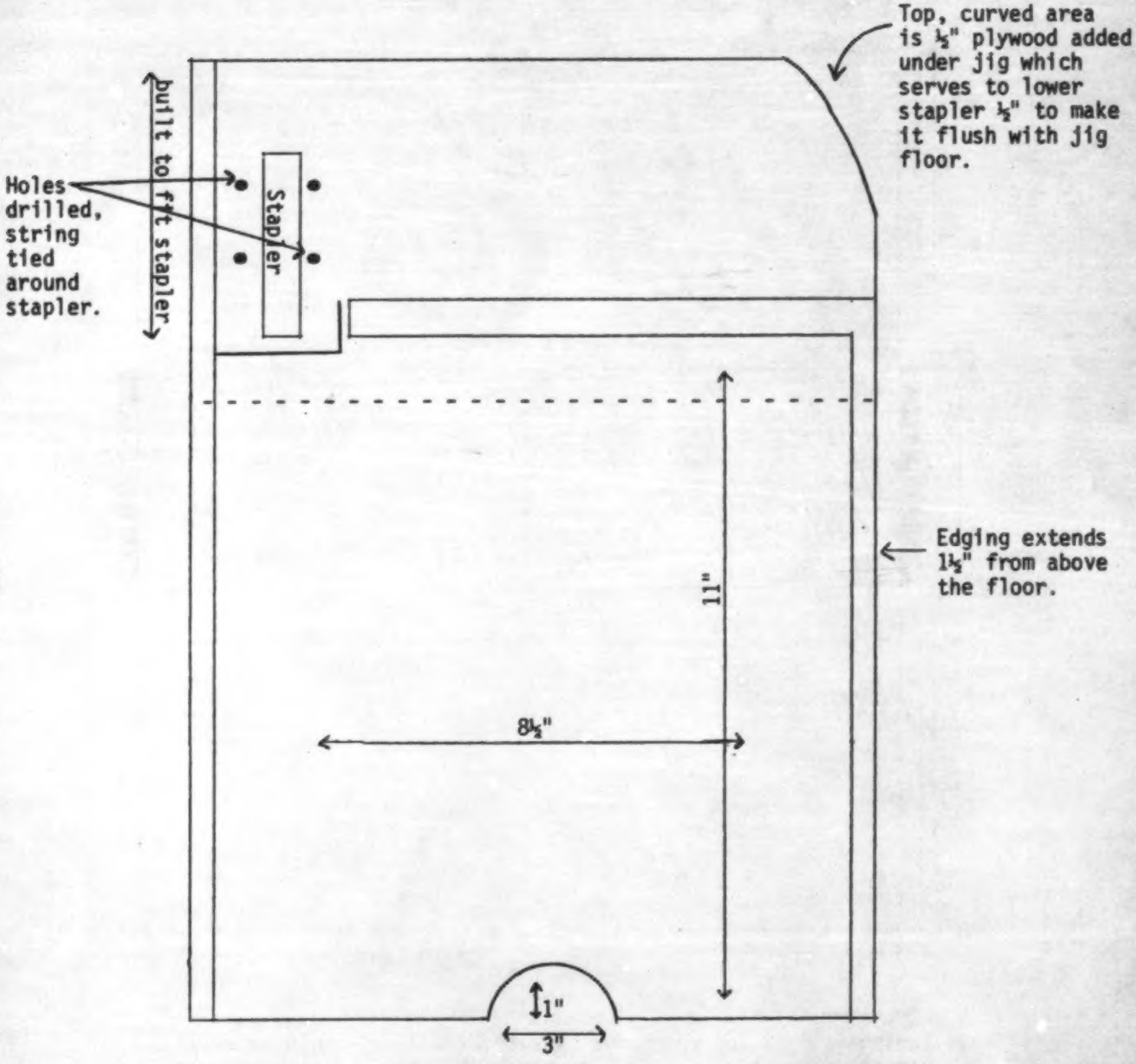
Top, curved area is ½" plywood added under jig which serves to lower stapler ½" to make it flush with jig floor.
Holes drilled, string tied around stapler.
built to fit stapler
Stapler
Edging extends 1½" from above the floor.
11"
8½"
1"
3"

Figure 3
Stapling Jig

The stapling jig allows for proper staple placement and neat collation.

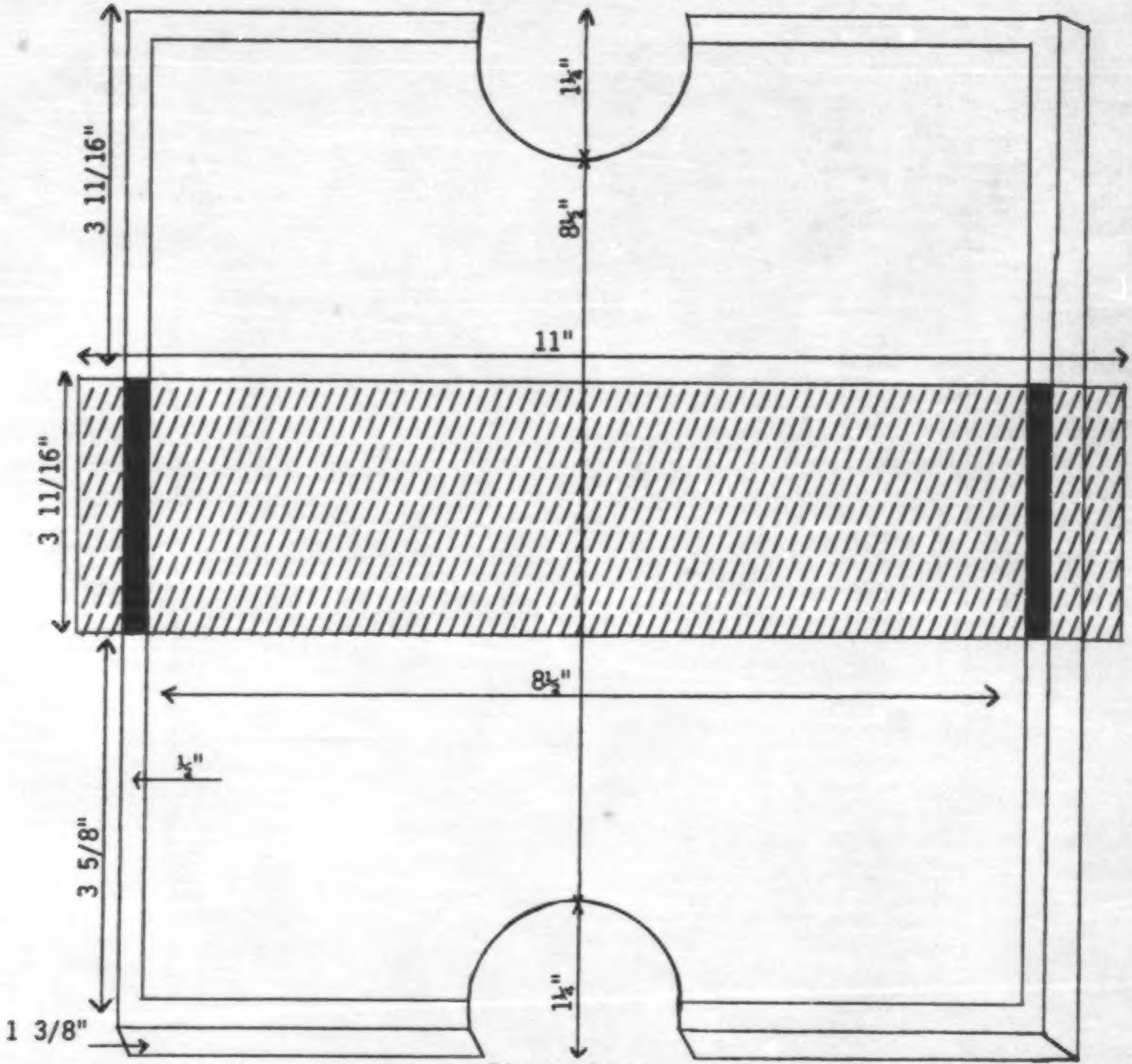

Figure 4
Folding Jig

1. Edging is centered so that ½" serves as a lip to hold paper in place.
2. Edging is flush with board in colored section under formica.
3. Cross-hatched portion is a piece of formica hinged to one side.
4. Formica piece is lifted, paper placed in jig, ends are folded up around formica, folded letter slides off formica.

Parental Involvement

If an educational program wishes to structure their curriculum in such a way that it takes the skills of the individual students and applies them in functional situations, it is important to consider each student's home environment. If the classroom teacher is unaware of differing opportunities or situations that their students are exposed to, the teacher's job is all that more difficult. In addition, it might also result in a functional goal being undertaken but that the student will be unable to perform the skill outside of school hours due to limited opportunity.

With school programs averaging between five to six hours a day, there is a great portion of each student's day that is spent away from school. With students who experience severe/profound handicapping conditions, this time is usually spent at home, at an intermediate care facility for the mentally retarded, or a group home. If we as professionals truly want to focus in on what our students can do that is functional and rewarding, we must access these home environments for curriculum content. This means that we will usually be soliciting this information from the parents.

In the attempt to gain this information from the parents of those students attending the Monroe Developmental Center, a committee was formulated consisting of Monroe teaching staff and support services personnel. After discussions on what our objectives as a committee were to be, we reviewed the Parent/Guardian Inventory that was devised by the professionals involved with Project A.M.E.S. We found this inventory to be an excellent means to gain information from parents. After a few minor changes in questions and design of the inventory, the committee approved the final copy for dissemination to parents (See Figure 1).

In determining who would receive copies of the inventory, certain preliminary decisions had to be made. Since approximately one-third of the Monroe Developmental Center's population is housed in an intermediate care facility for the mentally retarded (ICF/MR) in the community, a decision was made to send copies to the parents directly through the mail. Students who were hospitalized or in declining health were omitted initially since the parents of those students would be focusing on the medical needs of their son/daughter.

After such screening, 51 inventories were sent out with a cover letter. Arrangements were also made for a nonteaching staff person to come out to the home to explain questions and record answers for those parents who wished help in completing their inventory.

Results of the Parent Inventory

After 10 days, 37 inventories had been returned. A follow-up phone call was made to those parents who had not returned their inventories. All parents were reached with the exception of one. Within five more days, six additional inventories had been returned. Of 51 inventories sent out, a total of 43 (84.3%) were returned. In reviewing the inventories, several key points came to light. There appeared to be three major groups of parents. Those parents of students ages two to seven, ages eight to fourteen, and ages fifteen to twenty-one. This was quite close to the age breakdown of classes at Monroe.

Parents of the older students seemed to be quite content with what they had. For the most part, it was parents like this who fought 15-20 years ago for special education programs. Parents of the intermediate age students appeared to make comments that were more in line with the older parents yet not as strong, as if they were riding in on the coattails of what had been done by the older parents in terms of previous program development. The alarming comments came from the parents of the younger students. Many commented that they just did not know what was available or what they could expect. Younger parents appeared to be more restrictive in considering possible alternatives. An example of this was in response to the question, "Following your son/daughter's completion of the program at the Monroe Developmental Center, you anticipate your son/daughter's living situation to be: ____?____." The results were as follows:

At home	53%
State institution . . .	3%
Nursing home	9%
ICF/MR	26%
Group home	9%

Of the above percentages, 61 percent of the home placement, 100 percent of the state institution placement, and 67 percent of the nursing home placement were made by parents with students who are now under 10 years of age. Based on these points plus others too lengthy to discuss briefly, the responses were held to determine whether or not it would be beneficial to hold parent discussion sessions on topics which would help to answer parental questions. Initial responses to this were negative. Discussions had in the past usually been conducted with individual sets of parents as the need arose. Time constraints for staff as well as parents were discussed. After some interesting debate and increased lobbying of certain school personnel, a decision was made to survey parents to see if they would attend sessions which dealt with pertinent, informative topics related to their son/daughter's school, social, and economic well being.

Not knowing what the response would be from the parents, consideration was given to making the sessions a pilot project and extending invitations to selected parents representing the spectrum of ages of students at Monroe. This was felt to be too restrictive by the technical assistance consultant, so steps were taken to administer the survey to all parents. If few responded, invitations would then be extended in an attempt to form a pilot group.

Discussions then focused on what topics should be. After polling selected parents and school personnel, the following five topics were selected to be discussed on five consecutive Tuesdays in March, 1982, beginning at 6:30 p.m. and lasting 60-90 minutes.

1. Sensitive issues and problem areas for the SPH population in home/school/community environment
2. Parental rights, due process, and least restrictive environments
3. Talk given by the technical assistance consultant for Project Monroe
4. Estate planning, financial assistance, insurances, taxes, and deductions
5. Alternatives for now and the future

Hoping to receive interest from parents of at least 10 students, we were pleasantly surprised to receive affirmative responses from 17 families.

Review of the Individual Sessions

Our initial session had 14 families present. The age range of those parents' children who attended Monroe was three to seventeen years. The sessions were conducted by the lead teacher and school psychologist. The first session was the only session in which teachers were not invited to attend. Reasoning behind this decision stemmed from the fact that since we were talking about sensitive issues concerning different environmental situations, including school, we did not want to take the chance of a parent not commenting on an issue involving direct school personnel if some of those staff members were present.

The first session was more lecturing by the group leaders than discussion oriented. Since there was so much information to give out in such a limited time, the leaders felt this had to be the method utilized. In an attempt to get more information, a two-page questionnaire was handed out to the parents. Concerns were raised by parents in response to the questions centered on funding cuts, coordination of services between local school districts and the AEA, and acceptance of their children in the community. Overall reaction to the session by the group leaders was "Broke the ice!"

Second Session

Winter weather took its toll on our group as our guest speaker could not make it. By scrambling, we were able to turn the discussion back to the parents. After a short slide presentation which reviewed Public Law 94-142, a parent of an older student shared comments with the group from a national school board conference that she and her husband had recently attended. The comments were in regard to program development and possible funding cuts. As we continued to review terms such as "least restrictive", "parental rights", and "free education", we pondered for a moment what it would be like without these facets, to attempt to try to maintain current educational programs. Parents of the older students started to vocalize concern and suggestions were then made that addresses be provided of area legislators for the purpose of communicating parent concerns. Overall reaction of the group leaders to the session was "Great! They will come back."

Third Session

Dr. Paul Bates from Southern Illinois University, Carbondale, Illinois, spoke to the group. Dr. Bates is the technical assistance consultant for Project Monroe. Dr. Bates discussed current trends in development of functional curriculum for the SPH. He also discussed the topic of partial participation within the community and the integration of SPH classes into regular education facilities. This brought a response from one parent, who was supported by others, that with the segregated facility like Monroe, their child was receiving more support services (i.e. speech, physical therapy, psychological services, etc.). If they were integrated, they would not have this luxury. Another response was that the segregated model of the school was carried over by the parents at home. Our "special" buildings and "special" buses encouraged limited participation with nonhandicapped peers to parents. Another parent raised the issue of transportation costs. His point was that integration might occur eventually due to the fact that smaller districts might be unable to meet the rising costs of transporting SPH students to one central facility. As a result, they will have to provide something locally. After another parent read a recently received letter from an area legislator and an initial draft of President Reagan's proposed changes in P.L. 94-142 were passed around, emphasis again shifted to the topic of communicating our feelings to those "in power". Overall reaction of the group leaders to the session was "Quiet meeting but a lot of thinking about the future going on."

Fourth Session

A local attorney who assisted the Association for Retarded Citizens in the community was present to answer questions. This session was very discussion oriented. Efforts were made to clear up misconceptions concerning appointing guardians, setting up trusts, writing wills, and other legal issues. One parent shared possible tax deductions available for parents of handicapped students. Another set of parents shared their battle of dealing with an insurance company in an effort to have them pay for diapers for two of their children who attend Monroe. A letter written by their family pediatrician on their behalf stating their children's medical handicaps was distributed to the parents. Copies of books describing estate planning were also made to the parents. The need for lobbying for specific issues concerning SPH was briefly discussed. Applications for organizations (i.e. TASH, CEC, ARC, etc.) which support this population were made available also. Overall reaction of the group leaders to the session was "Best so far, parents very interested!"

Fifth Session

Representatives from the state hospital school, the local county care facility, the local intermediate care facility for the mentally retarded, and two group homes (different counties) attended to speak briefly about their organizations/facilities, and respond to questions. Aside from parents and staff members, additional representatives from local social service agencies were present. After a few brief questions to all representatives, the focus of the discussion turned to group home placement.

It appeared by parental comments made that there has been some reluctance to attempt SPH students in group homes. Financial reasons and space were given as the main roadblocks to placement. It was interesting to note that of the two group home representatives present, the one from the organization in the neighboring county appeared to be able to handle the needs of the SPH now more appropriately than that of the local county group home organization. This raised several questions from the parents. It also caused the local representatives from the social service agency to become involved in the discussion. Overall reaction of the group leaders to the session was "Excellent session, yet parents appeared frustrated with future possibilities of their son/daughter living in least restrictive residential settings (i.e. group homes)."

Follow-up and Conclusions

Four weeks after the final session, we asked parents to respond to questions in regard to the Project and the parent sessions. The majority of the parents had seen changes in the types of skills being taught to their son/daughter. They also commented that as the parent sessions continued, they felt that teachers were getting a better understanding of them as parents. The concensus of the responses favored the third, fourth, and fifth sessions. The parents also responded that they felt the sessions were worthwhile. Support was given to the thought that efforts must continue to keep the concerns for this population in relation to their education/social/home environments before the public eye.

Ideas for future sessions were suggested involving having the handicapped student's brothers/sisters attend. Taking these observations and comments into consideration, it could be said that the sessions and the involvement of the parents over the last school year did enable some new avenues for skill development to be opened. Some parents found out that other parents have similar difficulties in raising a handicapped child. School personnel had their eyes opened to just how much the parents are exposed to and what they have to contend with in having a handicapped son/daughter as part of their family.

Though there might not be the need to have parent sessions every year, it is suggested that this area of focus on parental involvement be continually tapped. They, as a group, have many things to say.

PROJECT MONROE PARENT INVENTORY

I. General Student Information

A. Student's Name ______________________________
first middle last

Birthdate ______________

Current Address ______________________ Phone Number ______________

B. Parent's Name ______________________ Phone Number ______________

Parent's Address ______________________ Business Phone # ______________
(if different from student's)

C. Person(s) responsible for primary care of child if other than parent (e.g., ICF/MR).

Name ______________________________

Address ______________________________

Phone Number ______________________________

D. Social Worker's Name ______________________ Phone Number ______________

E. What type(s) of communication system(s) does your son/daughter use?

__________ verbal (sounds & words) __________ gestures/pointing

__________ sign language __________ other, please specify

__________ picture/language board ______________________

__________ written message ______________________

F. Following your son/daughter's completion of the program at the Monroe Developmental Center, you anticipate your son/daughter's living situation to be:

__________ Urban (what city?) ______________________

__________ Rural (what county?) ______________________

__________ At Home (whose home?) ______________________

__________ Group Home (which one?) ______________________

__________ Sheltered Apartment (what city?) ______________________

__________ State Institution or other alternative not mentioned. Pleas
specify on back of this page.

Figure 1

PROJECT MONROE PARENT INVENTORY
Page 2

(General Student Information continued)

G. Upon completion of the program at the Monroe Dev. Center what do you expect to see your son/daughter participating in:

______ Adult Activity Program

______ Sheltered Workshop

______ Competitive Part-time Employment

______ Competitive Full-time Employment

______ Other, please specify ______________________________

____

H. Would you be able/be willing to drive your son/daughter to his/her place of employment if such a situation arose? ______ If yes, would you drive if needed on a daily basis? ______

II. Home-setting area

A. What home-setting activities does your son/daughter presently participate in at home, and how independent is he/she in these activities?

Activity	Degree of Independence (Check one)			
	independent-needs no help	semi-independent-needs little help	semi-dependent-needs much help	dependent-needs total help
(for example) makes own bed			X	

Figure 1 (cont'd.)

B. What skills in the home-setting area do you feel your son/daughter needs instruction in?

____________ dressing appropriately (for weather conditions)

____________ clothing care (hanging up items or placing them in drawers)

____________ meal preparation (table setting, sorting)

____________ housekeeping ____________ feeding

____________ toileting ____________ hygiene/grooming (brushing teeth, combi

____________ other, please specify ______________________________

____

III. Community Activities

A. What community activities does your son/daughter presently participate in, an how independent is he/she in these activities?

Activity	Degree of Independence (Check one)			
	independent-needs no help	semi-independent-needs little help	semi-dependent-needs much help	dependent-needs total help
(for example) goes to restaurant				X

B. What activities do you expect your son/daughter to be able to participate in?

____________ Use public transportation (bus)

____________ Shop for groceries

Figure 1 (cont'd.)

____________ Use a shopping center/mall

____________ Cross street

____________ Use restaurant

____________ Use public recreation facilities (go bowling, swimming, etc.)

____________ Visit health services (doctor, dentist, beauty shop, barber, etc.)

____________ Other, please specify ____________________________

____

IV. Vocational Skills

A. What work responsibilities are being placed on your son/daughter at home, and what is his/her reaction to them?

	Work Demand	Reaction
for example	carries out the trash	does willingly - need not be told
	sets the table	has to be "forced" to do
	feeds the pets	
	____________	____________
	____________	____________
	____________	____________
	____________	____________
	____________	____________

B. What jobs does you son/daughter seem particularly interested in or really likes to do (in or out of the home)?

____

____

____

____

C. What jobs, if any, seem interesting to him/her?

____

____

____

Figure I (cont'd.)

(Vocational Skills continued)

D. What types of work or occupations (if any) do you object to your son/daughter participating in?

E. If there are any recurring safety problems (facination with electrical outlets, putting object in mouth, etc.) please state them.

F. What concerns or comments do you have regarding your son's/daughter's participation in a vocational training program at school or in the community?

G. What type of job/occupation would you like your son/daughter working in?

V. Leisure Skills/Free Time Area

A. What leisure activities does your son/daughter participate in at home and how independent is he/she in those activities? (dependent, semi-dependent, semi-independent, independent)

Figure 1 (cont'd.)

(Leisure Skills/Free Time Area continued)

Activity	Degree of Independence (Check one)			
	independent-needs no help	semi-independent-needs little help	semi-dependent-needs much help	dependent-needs total help
(for example) plays cards with sister				X

B. What community leisure activities does your son/daughter participate in and how independent is he/she in these activities?

Activity	Degree of Independence (Check one)			
	independent-needs no help	semi-independent-needs little help	semi-dependent needs much help	dependent-needs total help
(for example) goes swimming			X	

Figure 1 (cont'd.)

PROJECT MONROE PARENT INVENTORY
Page 7
(Leisure Skills/Free Time continued)

C. In what leisure activities would you expect to see your son/daughter participating?

_________Going to movies

_________Attending family outings, eating at restaurant

_________Going to sporting events

_________Visiting the library (story time)

_________Attending concerts, plays, dances

_________Attending carnivals, craft shows, mall shows

_________Attending day camp/summer camp

_________Participating in Church activities

_________Swimming

_________Other____

____

VI. Additional Information

A. If you have any concerns or comments regarding your son's/daughter's education within each area, please state them.

Home Setting Area_____________________________________

____

____

Community Activities Area_____________________________

____

____

Vocational Skills Area________________________________

____

____

Leisure Skills/Free Time Area_________________________

____

____

Figure 1 (cont'd.)

PROJECT MONROE PARENT INVENTORY
Page 8

(Additional Information continued)

Other concerns ____________________

____

____

____

B. Please sign and date this survey. It will go in your son's/daughter's record and will be vital for the development of his/her IEP.

____________________ ____________________
Signed Date

Figure 1 (cont'd.)

Interaction with the Nonhandicapped

The committee for interaction with the nonhandicapped and other Monroe staff members in conjunction with the helpful staff and students at Tyler Elementary School were able to arrange a year-long interaction experience. The experience involved instruction in developing socially age-appropriate recreation/leisure skills for severe/profound students. Through weekly visits from small groups of Tyler second graders who assisted the Monroe students in participating in a variety of recreation/leisure activities, this experience was successful.

Groundwork for the experience began shortly after the teachers of the six primary and intermediate classes requested an attempt be made to find a way to involve their students in age-appropriate activities with students from an elementary program. Contact was made through a teacher at Tyler School, whereupon a class of second graders volunteered to be involved in the program. The lead teacher from Monroe then arranged to present a slide show about the program to the second grade class and answered any questions which occurred during the presentation.

After final approval was given and transportation arranged for the students on a weekly basis, a letter and questionnaire were sent home to the parents of the Tyler students. The questionnaire stated the purpose and educational value of the program, also explaining the physical and mental involvement of the students with whom their children would be interacting. Following the return of the questionnaire, parents of the Monroe students were notified of the planned experience and the first group of second graders were selected to begin the program.

During a six-week period, six of the second graders spent 2½ hours (one afternoon) each week at Monroe working with students from the primary and intermediate classrooms. Students were assigned individually to each of the six classes and instruction in the recreation/leisure activities was provided by the individual classroom teacher and associates.

Activities in which both Monroe and Tyler students participated were: art, music, P.E. skills, and games (i.e. painting, cutting, gluing, holiday cooking, storytime, playing musical instruments, scooter and wheelchair mobility skills, and trips to a nearby park).

Each of the activities involved development of sensory motor, fine and gross motor skills, and age-appropriate social interaction skills. The second graders' presence provided the modeling and motivation for many of the Monroe students to partially or fully participate in skills in which the students had previously displayed little interest or to which they had no exposure.

During their first visit to Monroe, each group of students was given an orientation tour of the building and had the opportunity to meet the students. The level of physical and mental limitations were explained clearly so the children would be prepared for their experience.

The last 15-30 minutes of each session was designated as a time when the lead teacher or member of the support staff would provide the second graders with experineces which simulated having limited use and control over one's body. Among the activities in which the Tyler students participated were: wheelchair/scooter mobility, riding in a "lift" schoolbus while sitting in an adapted wheelchair, and activities in which the use of one of the senses (primarily sight) was obstructed. Following the final visit, each student was asked what he or she liked/disliked and learned from coming to Monroe. This provided feedback for teachers in regard to planning future activities.

As a result of the enthusiasm expressed by the second graders, several parents requested and were given a tour and explanation of Monroe's program. In addition, a follow-up questionnaire was sent home to elicit feelings about the effectiveness of the program.

The entire experience has been viewed by the Monroe staff, Tyler students, parents, and the second graders' teacher as beneficial. It has brought new interest and motivation in providing appropriate recreation/leisure activities for severe/profound students. Equally important, it has provided the Tyler students with a new awareness of the capabilities and frustrations which comprise the life of a multiply handicapped individual.

Interagency Coordination

Handicapped Systems

Handicapped Systems is a direct service component of the Linn County Health Center, which in turn is a department of county government. Along with a social service component, a vocational service branch operates four programs for postschool adults which provide appropriate educational, social, recreational, basic living, and work activities.

Admission is limited to physically, mentally, and emotionally handicapped individuals who cannot function presently in competitive employment and who need supervision during the day. Planned expansion of these services include the development of programs for all Monroe graduates who are not residing at the previously mentioned intermediate care facility and receiving day programming there.

There are four programs housed in the Handicapped Systems facility. These are: Special Workshop Unit for the psychiatrically disabled, Sheltered Workshop, Work Activity Center, and Adult Day Care. The fifth program that will be implemented after construction is completed is an adult education program for severely/profoundly handicapped persons with complex physical disabilities. Two work stations in industry are also located at Souvenir Inc. and Mid-Continent Bottlers where clients work in the plants and perform specific jobs which might lead to competitive employment.

The opportunities for students after completion of schooling at Monroe has primarily been met through the Adult Day Care program at Handicapped Systems. Current Project activities have raised our vocational expectations for both physically involved and ambulatory SPH students and would encourage participation of some students within the Work Activity Center. The Project also encouraged consistent communication and program coordination so students would be better prepared and trained toward the program into which they are graduating.

In order for the public school vocational program to function optimally, the training activities need to be designed to prepare persons for vocational opportunities that are realistically available at Handicapped Systems. To insure this outcome, the school staff assessed the jobs Handicapped Systems subcontracted, acquired work materials from the companies involved, and designed a specific skill outline for successful performance on each job. Constant collection of information in student performance, incentive programs, and material adaptations were designed in those specific tasks.

One graduate this year attends the Work Activity Center on a part-time basis with the assistance of an aide from the school. After the student successfully completed the tasks within the school-based workshop, school staff monitored her performance at Handicapped Systems to assure that she was able to generalize her skill performance. Close teacher supervision through the aide has not only provided the teacher with on-the-job insight, but has minimized student adjustment problems to the transfer after completion of the school program.

Coordinated inservice programs, consistent assessment of jobs at Handicapped Systems, and opportunities for more graduated transfer from school to workshop programs are future goals at Monroe. All should assist in a more systematic continuum of services for those students at Monroe.

Intermediate Care Facility

An intermediate care facility approximately two miles from Monroe Developmental Center has been in operation since 1978 and has residential capacity for 24 nonambulatory mentally handicapped persons. Programming responsibilities up to age twenty-one have been assumed by the public schools, primarily Monroe. Residents over twenty-one years of age attend an adult day program which is supervised by the director of the residential facility.

The first step to assure carryover of Project Monroe's instructional activities was the attendance by the residential director and her assistant at the initial inservice workshops in the fall of 1981. As a result of this exposure, the annual IPPs (Individual Program Plans) of the residential facility were changed to include objectives from the curriculum domains of Domestic, Recreation, Community, and Vocational. These meetings were held after school at the facility; and plans were written with input from staff nurses, child development workers, parents, social workers, physicians, consulting psychologist, physical therapist, and occupational therapist, who are Monroe staff (AEA) members contracted for additional hours by the facility. Other school representation came from teachers, lead teacher, associate, and special education nurse. Prior to these meetings, each teacher was asked to fill out a form covering several aspects of school programming. From the IPP meeting, the director and consulting staff formulated each student's daily program. Below are example activities that were included in the students' IPPs:

Domestic	Recreation	Community Mobility
Partial participation in the following skills: grooming, bathing, shaving, toothbrushing, identifying functional grooming objects. Sorting silverware, wiping wheelchair trays, throwing milk carton away after a meal. Choosing what clothes to wear, assisting in dressing/undressing, participating in making own bed. Residential mobility--walking, moving wheelchair at functional times--to eating area, bedroom. Finding own room with bell or tactile cue. Transfer training--in/out of bed. Twenty-four hour toileting programs and individualized eating programs.	Movies, appropriate toy play and clean-up, storytime, seasonal parties, art projects, baseball games, TV, radio/record player, swimming, picnics, etc.	Dining out, shopping to choose clothes, gifts, going to get haircut, attending movies, swimming, civic center events.

The IPPs for the six residents who attend the adult day program affilliated with the facility were conducted in more depth and involved virtually the same personnel as the school-aged residents. Program plans were generated that provided guidance for the two aides who conduct the day program under the director's supervision. Future plans involve the employment of a certified teacher to direct the day program. This program is conducted at the residence and in a separate "classroom" two blocks away.

Early morning activities at the residence involve partial participation in such domestic activities as dressing, eating, grooming, and bedmaking. Training in the classroom occurs in all four domains. Example activities from those domains are as follows:

Domestic: Cooking meals (partial participation), eating, cleaning up, grooming, laundry pick up, washing, and folding clothing (back at the residence).

Vocational: (from local work activity center) Sorting pen barrels by color, cleaning pop cartons, and sorting boxes by size. Another activity is shredding foam for pillow stuffing, and the adults also sort plastic caps by color. All of these skills are taught on a partial participation basis.

Community Mobility: Traveling to day program building daily, swimming, buying groceries for meal preparation, and evening outings.

Recreation/Leisure: Training to operate the radio independently, electronic games, "adult" relaxation time (candlelight, classical music), seasonal parties, i.e. green beer on St. Patrick's Day, wine tasting, etc.

In the spring, IPP conferences are held at the Monroe Developmental Center. Residential staff attend those meetings and make necessary program changes of the residents in accordance with the new IPP goals. The cooperation between Monroe and the residential facility has been aided tremendously by a common commitment to a functional/age-appropriate curriculum philosophy.

Future Program Development

The future goals for Project Monroe provide many challenges to staff, students, and parents. During the 1981-82 school year, several program initiatives have provided stimulation for ongoing development. These include a new approach to curriculum, adaptive devices, and broader access to community resources. At this time, the ideas for future program development seem endless, although in the beginning, several felt there was little new that could be heard. Staffing and time allotment for new activities presented some roadblocks to program change, but these obstacles were reduced by the staff's willingness to relinquish past roles. The Project provided an opportunity for a segmented staff to join together and commit themselves to improvement of programming for severely and profoundly handicapped students. Small staff problems remain, but the atmosphere of the building has changed. The focus has become the student and his/her participation in the community in which they live.

We did not accomplish everything we set out to, but we did pick up many new objectives along the way. New staff members will bring additional ideas each year as well as new students requiring us to constantly adapt and explore new areas. A brief summary of each committee's key accomplishments and future objectives are as follows:

Parent Questionnaire Committee

One major accomplishment of this committee was a very valuable questionnaire assisting in improving communication with our most knowledgeable resource, the parent. An offshoot of that questionnaire was an excellent parent group that surfaced many talented parents among our population. Parents provided our staff and each other with knowledge about taxes, legal issues, adaptive devices, and ways to improve our programs for their children.

A future goal of this committee will be to continue and expand this channel of communication. One parent has volunteered to assist in a school newsletter. Another has offered to share his adapting toy devices talent with other parents. Finally, another goal of this committee is to organize a sibling group for future development in our families and school.

Adapting Recreation Devices Committee

This committee had an excellent year. Many new devices were added to every classroom and to the majority of students' programs. Not only commercial devices were purchased, but teachers and support staff and parents came up with new ideas so that students could participate with toys and electronic devices successfully. Preferred recreation materials were outlined for community organizations that wanted to donate to the program and targeted for purchase through the teacher incentive grant dollars.

The future looks busy for this committee as the electronic world is just opening up for nonhandicapped as well as handicapped. New adaptions as well as new toys will be designed, and continued training will involve even more students. As we find more adaptions, we also find more things to learn how to activate and the ideas just keep on coming.

Volunteer Community Jobs Committee

One excellent contact with our local United Way Agency tapped twenty-one available resources in our community for whom volunteer tasks were solicited. Not all provided functional community-based activities such as stuffing envelopes, collating booklets, or preparing pamphlets; but the opportunity remains. Just a few agencies through United Way provided enough work for the adult classes as well as the intermediate students. Future goals will be to continue this contact and involve new agencies. By sharing that severely/profoundly handicapped citizens can contribute to their home communities, we hope to increase the community's commitment and sensitivity to needed programs.

Interaction With the Nonhandicapped Committee

This committee's major accomplishment was the involvement of a class of second graders from a neighboring school. This program began with a parent questionnaire for the second graders' parents. As a result, second graders spent a great deal of time with Monroe students and shared these experiences with their mothers and fathers. The positive response of our students forced us to recognize the value of interaction with those our own age but nonhandicapped.

The future for this committee sees some of our students participating in a neighboring school on a regular basis for social activities. It sees continued stress on opportunities for us to play and work next to children our own age but with varying degrees of abilities.

One other possible goal might be to experiment with peer tutoring with the severe and profoundly handicapped. The interest and excitement of the community to interact with us and the pleasure of watching the children respond to one another will motivate this committee for future programs.

School-based Workshop Committee

A major goal for this committee was acquiring actual work materials and organizing a school workshop that trains students for their after school years. Staff made visits to Handicapped Systems to analyze those jobs that would be expected after graduation. These visits assisted us in developing a better understanding of the need for consistent communication between those of us teaching skills in schools and the reality of what is expected from those after school.

This communication is an absolute necessity for future programming. The need to coordinate our programs with Handicapped Systems appeared as an obvious goal for future years. The need to share data gathering methods, systematic training approaches, and successful reinforcement procedures can only assist students in transferring from one program to another. This committee has many opportunities for growth in the future.

School-based Vocational Training Committee

This committee involved many students in the building in functional activities. Several students were trained in sorting, folding, packaging, and delivering the laundry. It also involved students in cleaning, distributing, and filling lunch trays. Janitorial jobs were analyzed and adapted so some students could complete the job independently while others only partially participated.

Future goals for this committee include more students participating in these jobs. Laundry orders as well as delivery orders are to be adapted for use by nonreaders to assist in fading teacher assistance. There is also the opportunity for students that have acquired skills to train other students. This is an area in current literature that might be tapped at Monroe in future years.

Curriculum Committee

Many curriculum inventories were accumulated by this committee. In the future, plans are being made to implement the results of these inventories in the students' IEPs. Task analyses derived from these inventories are being collected and organized to minimize duplication of effort. For example, when a student enters the program, the task analyses will already be available on the actual jobs in the workshop.

Grant Committee

The future for this committee is clearly outlined in the grant description included in this chapter. Writing the grant was only the beginning this year. Implementing the grant will be the greater part of next year.

The future sees opportunities for more grants for the program. It also sees other professionals in our building learning to write grants as future program budget cuts are on the horizon for many of us.

Home-School Program Committee

This committee shared some very worthwhile home-school program ideas. A twenty-four hour toileting program was shared and later implemented to the residential facility where one-third of our students live. Also a communication system between parents and teachers assisted in a more effective feeding program for one of the primary students.

More sharing of ideas between teachers is in the future for this committee. Training parents on instruction in the home and improving our methods at school by listening to parents can assist the future of our programming.

The highlights of these committees were just touched upon above. As is obvious, Project Monroe encompassed many component parts that continue to develop and expand. The limitations involved in working with this population are all too familiar. However, program initiatives such as those involved in Project Monroe continue to raise our expectations for future educational programs for the handicapped.